DOCUMENT RESUME

ED 247 988 JC 840 491

| | |
|---|---|
| TITLE | Perceptions and Characteristics of JCCC/KU Transfer and "Native" KU Students, Fall 1983. |
| INSTITUTION | Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.; Kansas Univ., Lawrence. Office of Institutional Research and Planning. |
| PUB DATE | Jun 84 |
| NOTE | 113p. |
| PUB TYPE | Reports - Research/Technical (143) |
| EDRS PRICE | MF01/PC05 Plus Postage. |
| DESCRIPTORS | *College Environment; *College Students; *College Transfer Students; Community Colleges; Higher Education; *Institutional Evaluation; Participant Satisfaction; *Student Characteristics; *Student College Relationship; Student Problems; Two Year Colleges; Universities |

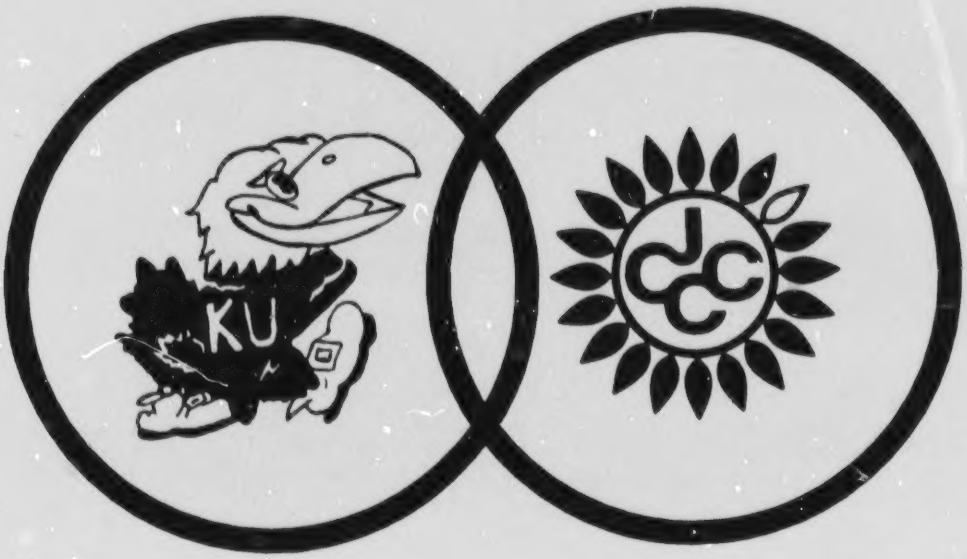
ABSTRACT

In fall 1983, a survey was mailed to approximately 1,100 students enrolled at the University of Kansas (KU) who had previously been enrolled at Johnson County Community College (JCCC) to determine their perceptions of their educational experiences at both institutions and to develop a profile of the demographic and academic characteristics of these students. In addition, a second survey was mailed to 1,100 native KU students, matched to the transfer student population by level, to determine if the experiences of the transfer and native students differed. Study findings, based on responses from approximately 300 students in each group, included the following: (1) former JCCC students expressed satisfaction with their community college experiences; (2) transfer students perceived differences between the two institutions in the areas of increased opportunities for social activities/contact and greater difficulty in succeeding in academic courses and obtaining individualized help at KU; (3) both transfer and native students had similar kinds of difficulties during their first semester at KU (getting good academic advising ranked as the major difficulty for both groups); (4) neither group had trouble finding a place to live, keeping in touch with family or friends, making new friends, finding transportation, or adjusting to large classes; and (5) both student groups were similar in terms of their personal characteristics. Survey instruments are appended. (AYC)

***********************************************************************
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
***********************************************************************

ED247988

# Perceptions and Characteristics of JCCC / KU Transfer and "Native" KU Students
## Fall 1983



**A joint research project of:**

Office of Institutional Research and Planning
University of Kansas

Office of Institutional Research
Johnson County Community College

JC 840 491

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Doucette

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

**U.S. DEPARTMENT OF EDUCATION**
**NATIONAL INSTITUTE OF EDUCATION**
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

# PERCEPTIONS AND CHARACTERISTICS OF JCCC/KU TRANSFER AND NATIVE KU STUDENTS
## FALL 1983

In the fall of 1983, a survey was mailed to approximately 1,100 students enrolled in credit courses at the University of Kansas (KU) who had previously been enrolled in credit courses at Johnson County Community College (JCCC). The purpose of the survey was to determine the perceptions of JCCC/KU transfer students regarding their educational experiences at both institutions, including their transitional experiences, and to develop a profile of the demographic and academic characteristics of these students.

Also, in order to determine if the experiences of transfer students differed from the experiences of students whose only college enrollment was at KU, a second survey was mailed to approximately 1,100 "native" university students who were matched to the transfer student population by student level.

Approximately 300 students responded to each of the two surveys. The JCCC transfer students' responses are summarized in Part 1 of this report. Responses from the native KU students are contained in Part 2. Verbatim comments from the two groups of student respondents and the two survey instruments are contained in the appendices to the report.

If you have any questions regarding the results of the survey, please write or call either:

Office of Institutional Research and Planning
University of Kansas
P.O. Box 2211
Lawrence, KS 66045
(913) 864-4412

or

Office of Institutional Research
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66210-1299
(913) 888-8500 Ext. 441

June 1984

# TABLE OF CONTENTS

Page

List of Tables v

Overview of Results 1

PART 1: JCCC/KU STUDENTS 3
- Experiences During the Transitional Semester 4
- Order of Difficulty with Transitional Experiences 6
- Areas of Satisfaction with JCCC 8
- Order of Satisfaction with JCCC 10
- Areas of Satisfaction with KU 12
- Order of Satisfaction with KU 14
- Characteristics of JCCC/KU Transfer Students 16
- Student Attendance Preferences 26
- JCCC/KU Student Responses to "Other" Questions 29

PART 2: NATIVE KU STUDENTS 33
- Experiences During the First Semester at KU 34
- Order of Difficulty with First Semester Experiences 36
- Areas of Satisfaction with KU 38
- Order of Satisfaction with KU 40
- Characteristics of Native KU Students 42
- Native KU Student Responses to "Other" Questions 51

Appendix I: Johnson County Community College - Additional Comments by Survey Respondents 57

Appendix II: JCCC/KU Student Follow-Up Survey Instrument 87

Appendix III: University of Kansas - Additional Comments by Native KU Student Respondents 93

Appendix IV: KU Student Follow-Up Survey Instrument 115

## LIST OF TABLES

### *PART ONE*

1. Experiences of JCCC/KU Students During the First Semester After Transfer, *Response Distribution in Percentages.*

2. Experiences of JCCC/KU Students During the First Semester After Transfer, *Rank Order of Means.*

3. Levels of Satisfaction of JCCC/KU Students with Selected Aspects of Johnson County Community College, *Response Distribution in Percentages.*

4. Levels of Satisfaction of JCCC/KU Students with Selected Aspects of Johnson County Community College, *Rank Order of Means.*

5. Levels of Satisfaction of JCCC/KU Students with Selected Aspects of the University of Kansas, *Response Distribution in Percentages.*

6. Level of Satisfaction of JCCC/KU Students with Selected Aspects of the University of Kansas, *Rank Order of Means.*

7. Demographic Characteristics of Responding JCCC/KU Students.

8. High School Background of Responding JCCC/KU Students.

9A. Academic Characteristics of Responding Students at Johnson County Community College.

9B. Initial Year and Term of Enrollment at JCCC.

10. Transfer Credit Hours Accepted by the University of Kansas.

11A. Academic Characteristics of Responding Students at the University of Kansas.

11B. Initial Year and Term of Enrollment at KU.

12. Student Attendance Preferences.

### *PART TWO*

13. Experiences of Native KU Students During Their First Semester at KU, *Response Distribution in Percentages.*

14. Experiences of Native KU Students During Their First Semester.

15. Levels of Satisfaction by Native KU Students with Selected Aspects of KU, *Response Distribution in Percentages.*

16. Level of Satisfaction of Native KU Students with Selected Aspects of KU, *Rank Order of Means.*

17. Demographic Characteristics of Responding Native KU Students.

18. High School Background of Responding Native KU Students.

19A. Academic Characteristics of Responding Native KU Students.

19B. Initial Year and Term of Enrollment at KU.

20. Student Attendance Preferences.

## OVERVIEW OF RESULTS

Responses of JCCC/KU transfer students and a comparable group of native university students to the two surveys provide an overview of students' experiences at both institutions. The emphasis is necessarily on the University of Kansas because all students were enrolled there at the time of the study and because it is the institution which both groups of students have in common.

## HIGHLIGHTS OF THE JCCC EXPERIENCE

- Former JCCC students enrolled at KU expressed satisfaction with their experiences at the community college. These students were especially pleased with the quality of the instructional program, with the helpfulness of the faculty, and with the convenience and quality of physical arrangements, such as scheduling, facilities and equipment.
- JCCC/KU students perceived that the noticeable differences between the two institutions were increased opportunities for social activities and contacts with other students, and the greater difficulty of succeeding in academic courses and in getting individual help or advising at KU.
- JCCC was perceived to provide a positive experience before enrolling at KU, though transfer students indicated a number of areas where improvements could be made in preparing students for KU, including better academic advisement, increased rigor and independence required of students in some areas, and better articulation of courses in some disciplines.

## HIGHLIGHTS OF THE KU EXPERIENCE

- Both JCCC/KU transfer and native KU students had similar kinds of difficulties during their first semester at KU. Getting good academic advising ranked as the major difficulty for both groups of students. Budgeting time, keeping up with the academic standards at KU, and for those students who need financial support, finding a job or getting financial aid were among the major difficulties experienced by both transfers and natives.
- Neither group seemed to have trouble finding a place to live, keeping in touch with their family and friends, making new friends, getting necessary transportation to and from campus, or adjuting to large classes.
- Both groups of students expressed satisfaction with the variety of courses offered, their experiences with other students, the facilities, and library services at KU. Additionally, JCCC/KU transfer students seemed especially satisfied with the bookstore service, the qualifications of the faculty, career preparation and the quality of instruction at KU. Native KU students, on the other hand, enjoyed the size, atmosphere, and social life at KU.
- Both JCCC/KU transfer and native KU students expressed dissatisfaction with academic advising, enrollment, and the availability of scholarships and financial aid. JCCC transfer students did not find classes scheduled at convenient times, while KU students disliked the food service.

- There were many more similarities than differences between transfer and native students. Both groups of students were very similar in their degree aspirations, career choices, and distribution among the various schools at KU. JCCC/KU transfer students were, on the average, older than native KU students, and fewer JCCC transfer students were recent high school graduates.

- JCCC transfer students transferred, on the average, 29.3 credit hours and lost 4.2 in the process. They carried an average of 13.8 credit hours during the semester of the survey compared to 14.6 by native KU students.

- Most JCCC transfer students said JCCC was their first choice educational institution after high school and most native KU students said KU was their first choice. JCCC transfers indicated KU as their second choice, while native KU students indicated Kansas State. Both groups of students said that if they had it to do again, they would enroll just as they had, either at JCCC or KU initially.

# PART 1:

# JCCC/KU STUDENTS

## *EXPERIENCES DURING THE TRANSITIONAL SEMESTER*

Students were asked to rate the degree of difficulty they experienced with a list of selected circumstances during their first semester at the University of Kansas after transferring from Johnson County Community College.

- Overall, JCCC/KU transfer students did not find the transitional semester experiences "very difficult." Nonetheless, the circumstances cited by the greatest percentage of students as "very difficult" were the following orientation and advising problems:

    - getting good academic advisement (18.8%)
    - budgeting time for studies, work and family responsibilities (11.4%)
    - budgeting time for studies and social life (11.4%)

- The experiences causing some difficulty ("very difficult" and "difficult" responses combined) for one-third to one-half of the responding students were academic and financial:

    - keeping grades up (50.0%)
    - budgeting time for studies and social life (48.3%)
    - getting good academic advisement (46.3%)
    - budgeting time for studies, work and family responsibilities (44.8%)
    - knowing who to go to for help (42.0%)
    - paying for tuition, books and other educational expenses (36.6%)

- On the other hand, social and physical circumstances were the easiest to deal with ("very easy" and "easy" responses combined). A surprisingly high percentage of students indicated "getting transfer hours accepted" and "adjusting to large classes" was "easy" or "very easy" for them.

    - making new friends (63.3%)
    - getting necessary transportation (62.3%)
    - keeping in touch with family and friends (59.4%)
    - finding a place to live (52.8%)
    - adjusting to large classes (52.2%)
    - getting transfer credit hours accepted (50.0%)

## Table 1
## Experiences of JCCC/KU Students During the First Semester After Transfer
*Response Distribution in Percentages*

| Circumstance | Very difficult | Difficult | Neither difficult nor easy | Easy | Very easy | Not applicable |
|---|---|---|---|---|---|---|
| Finding a place to live | 0.7% | 5.3% | 14.6% | 24.6% | 28.2% | 26.6% |
| Keeping up with class assignments | 3.7 | 28.1 | 41.6 | 19.1 | 7.0 | 0.3 |
| Keeping in touch with family and friends | 1.7 | 10.3 | 15.0 | 36.5 | 22.9 | 13.6 |
| Finding necessary university services | 2.3 | 22.6 | 35.2 | 31.6 | 7.3 | 1.0 |
| Getting the classes you needed or wanted to take | 10.0 | 25.3 | 25.0 | 28.0 | 10.0 | 1.7 |
| Making new friends | 2.3 | 8.3 | 22.7 | 37.3 | 26.3 | 3.0 |
| Understanding professors' lectures | 3.3 | 17.9 | 36.9 | 33.2 | 7.6 | 1.0 |
| Not having necessary study skills | 5.5 | 17.0 | 37.0 | 18.7 | 6.6 | 15.2 |
| Adapting to change in social climate | 3.0 | 14.4 | 22.8 | 30.9 | 17.4 | 11.4 |
| Finding a job to help with expenses | 8.4 | 14.4 | 13.1 | 8.1 | 4.0 | 52.0 |
| Getting good academic advising | 18.8 | 27.5 | 23.2 | 18.8 | 8.1 | 3.7 |
| Getting help with classes from instructors or professors | 3.3 | 17.7 | 38.5 | 31.8 | 7.0 | 1.7 |
| Paying for tuition, books and other educational expenses | 8.4 | 28.2 | 40.3 | 13.8 | 5.0 | 4.4 |
| Completing the enrollment process | 7.3 | 27.7 | 29.7 | 25.3 | 9.7 | 0.3 |
| Getting transfer credit hours accepted | 8.0 | 16.0 | 24.7 | 31.7 | 18.3 | 1.3 |
| Getting around the campus | 0.7 | 6.7 | 26.8 | 42.5 | 20.1 | 3.3 |
| Getting necessary transportation to and from campus | 1.0 | 3.7 | 15.7 | 37.3 | 25.0 | 17.3 |
| Adjusting to large classes | 3.0 | 15.1 | 25.4 | 35.8 | 16.4 | 4.3 |
| Arranging for financial aid | 8.7 | 20.0 | 18.3 | 9.3 | 1.3 | 42.3 |
| Knowing who to go to for help | 8.4 | 33.6 | 33.9 | 16.8 | 4.7 | 2.7 |
| Budgeting time for studies and social life | 11.4 | 36.9 | 31.9 | 13.1 | 4.4 | 2.3 |
| Budgeting time for studies, work and family responsibilities | 11.4 | 33.4 | 29.8 | 12.0 | 4.0 | 9.4 |
| Understanding assignments | 0.7 | 13.3 | 42.7 | 34.3 | 8.3 | 0.7 |
| Keeping grades up | 10.7 | 39.3 | 30.9 | 14.8 | 4.0 | 0.3 |

## ORDER OF DIFFICULTY WITH TRANSITIONAL EXPERIENCES

Students' responses to each item were averaged to determine which experiences were most difficult. On a scale of 1 to 5 (1 = very difficult, 5 = very easy), a mean response less than 2.50 was interpreted as a difficult experience, a mean score greater than 3.50 as an experience that was easy to deal with, and a mean score between 2.50 and 3.50 as an experience which was neither difficult nor easy. "Not applicable" responses were not included in calculating the means.

- On the whole, students indicated that they made the transition from the community college to the university without major difficulties. Seventy-five percent of the circumstances listed were neither easy nor difficult to deal with, and the remaining 25% were judged easy to negotiate successfully.

- Areas where differences between the two institutions might require some level of adjustment by students upon transfer were:

    - budgeting time
    - making necessary financial arrangements
    - keeping up with academic standards
    - getting academic advisement and related help

Table 2
Experiences of JCCC/KU Students During the
First Semester After Transfer
*Rank Order of Means*

| Circumstance | Mean[1] | Standard Deviation |
|---|---|---|
| Arranging for financial aid[2] | 2.56 | 1.01 |
| Budgeting time for studies, work, and family responsibilities | 2.60 | 1.01 |
| Budgeting time for studies and social life | 2.61 | 1.01 |
| Keeping up with grades | 2.62 | 1.00 |
| Finding a job to help with expenses[2] | 2.69 | 1.19 |
| Getting good academic advising | 2.69 | 1.23 |
| Knowing who to go to for help | 2.75 | 1.00 |
| Paying for tuition, books and other educational expenses | 2.78 | 0.98 |
| Keeping up with class assignments | 2.98 | 0.95 |
| Completing the enrollment process | 3.02 | 1.10 |
| Getting the classes you needed or wanted to take | 3.03 | 1.17 |
| Not having necessary study skills | 3.05 | 0.98 |
| Finding necessary university services | 3.19 | 0.95 |
| Getting help with classes from instructors and professors | 3.22 | 0.94 |
| Understanding professors' lectures | 3.24 | 0.95 |
| Understanding assignments | 3.37 | 0.84 |
| Getting transfer credit hours accepted | 3.37 | 1.19 |
| Adjusting to large classes | 3.50 | 1.05 |
| Adapting to change in social climate | 3.51 | 1.09 |
| Getting around the campus | 3.77 | 0.88 |
| Making new friends | 3.79 | 1.01 |
| Keeping in touch with family and friends | 3.80 | 1.03 |
| Getting necessary transportation to and from campus | 3.99 | 0.88 |
| Finding a place to live | 4.01 | 0.98 |

[1] Calculated mean for all responses: 1 = very difficult, 5 = very easy.

[2] Calculated on the responses of approximately half of the responding students; the remainder indicated this problem as "not applicable."

## *AREAS OF SATISFACTION WITH JCCC*

Former students were asked to rate their level of satisfaction with selected aspects of Johnson County Community College.

- Over 75% of all responding students indicated that they were either "satisfied" or "very satisfied" with the following:
  - helpfulness of faculty (81.3%)
  - classes scheduled at convenient times (81.3%)
  - size and atmosphere (80.5%)
  - quality of instruction (80.0%)
  - facilities (77.6%)
  - modern equipment (77.5%)
- On the other hand, only three aspects of JCCC received as much as 20% ratings of "dissatisfied" or "very dissatisfied":
  - student activities (24.6%)
  - social life (24.4%)
  - academic advisement (24.1%)

Table 3
Levels of Satisfaction of JCCC/KU Students with
Selected Aspects of Johnson County Community College
*Response Distribution in Percentages*

| Aspect of JCCC | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied | Not applicable |
|---|---|---|---|---|---|---|
| Quality of instruction | 1.3% | 7.3% | 11.0% | 48.8% | 31.2% | 0.3% |
| Variety of courses | 0.7 | 5.0 | 18.7 | 51.8 | 20.7 | 3.0 |
| Career preparation | 4.0 | 12.8 | 28.3 | 32.7 | 10.8 | 11.4 |
| Student activities | 8.8 | 15.8 | 27.3 | 15.8 | 3.7 | 28.6 |
| Library services | 1.0 | 6.7 | 17.8 | 47.7 | 19.5 | 7.4 |
| Facilities | 0.7 | 1.0 | 17.7 | 48.5 | 29.1 | 3.0 |
| Modern equipment | 0.3 | 1.7 | 14.0 | 43.1 | 34.4 | 6.4 |
| Classes scheduled at convenient times | -- | 5.0 | 13.4 | 44.5 | 36.8 | 0.3 |
| Helpfulness of faculty | 1.0 | 2.3 | 13.7 | 41.8 | 39.5 | 1.7 |
| Helpfulness of support staff (secretaries, librarians, etc.) | 0.7 | 2.7 | 23.8 | 39.9 | 24.8 | 8.1 |
| Academic achievement | 7.4 | 16.7 | 26.4 | 22.7 | 12.0 | 14.7 |
| Job placement service | 1.3 | 4.0 | 14.4 | 5.4 | 3.7 | 71.2 |
| Counseling services | 4.7 | 9.0 | 23.7 | 21.1 | 11.4 | 30.1 |
| Registration process | 3.7 | 11.4 | 18.7 | 37.5 | 27.1 | 1.7 |
| Availability of scholarship and financial aid | 1.3 | 9.1 | 12.8 | 13.1 | 7.4 | 56.4 |
| Qualifications of faculty | 1.0 | 2.7 | 20.8 | 46.3 | 28.2 | 1.0 |
| Size and atmosphere | 0.3 | 2.7 | 15.1 | 43.6 | 36.9 | 1.3 |
| Social life | 10.7 | 13.7 | 25.8 | 17.4 | 8.7 | 23.7 |
| Experiences with other students | 1.7 | 7.7 | 22.4 | 44.1 | 20.1 | 4.0 |
| Food service | 1.7 | 5.7 | 22.4 | 35.8 | 11.7 | 22.7 |
| Bookstore services | 2.0 | 6.7 | 23.2 | 47.0 | 18.1 | 3.0 |

## *ORDER OF SATISFACTION WITH JCCC*

Students' responses to each item were averaged to determine areas of greatest and least satisfaction with selected aspects of JCCC. On a scale of 1 to 5 (1 = very dissatisfied, 5 = very satisfied), a mean response greater than 3.50 was interpreted to indicate satisfaction, less than 2.50 dissatisfaction, and between 2.50 and 3.50 neither satisfaction nor dissatisfaction. "Not applicable" responses were not included in calculating the means.

- The aspects of JCCC with which students were most satisfied were the faculty and instruction, physical facilities and class scheduling, and the overall size and atmosphere of the college:
  - helpfulness of faculty (4.18)
  - modern equipment (4.17)
  - size and atmosphere (4.16)
  - class scheduled at convenient times (4.13)
  - facilities (4.08)
  - quality of instruction (4.02)
  - qualifications of faculty (3.99)
- Students were least satisfied with noninstructional aspects of JCCC, specifically student activities and a range of student services:
  - student activities (2.86)
  - social life (3.00)
  - academic advisement (3.18)
  - job placement service (3.21)
  - counseling services (3.36)
  - availability of scholarships and financial aid (3.37)

  Note, however, that the means for these aspects of JCCC fell within the "neither satisfied nor dissatisfied" range.
- Overall, former JCCC students were quite satisfied with most aspects of the college, particularly its instructional program, and were not dissatisfied with any identified aspect of JCCC.

Table 4
Levels of Satisfaction of JCCC/KU Students with
Selected Aspects of Johnson County Community College
*Rank Order of Means*

| Aspect of JCCC | Mean[1] | Standard Deviation |
|---|---|---|
| Helpfulness of faculty | 4.18 | 0.84 |
| Modern equipment | 4.17 | 0.77 |
| Size and atmosphere | 4.16 | 0.80 |
| Classes scheduled at convenient times | 4.13 | 0.83 |
| Facilities | 4.08 | 0.76 |
| Quality of instruction | 4.02 | 0.92 |
| Qualifications of faculty | 3.99 | 0.84 |
| Helpfulness of support staff (secretaries, librarians, etc.) | 3.93 | 0.84 |
| Variety of courses | 3.90 | 0.82 |
| Library services | 3.84 | 0.88 |
| Experiences with other students | 3.76 | 0.93 |
| Bookstore services | 3.75 | 0.91 |
| Registration process | 3.74 | 1.10 |
| Food service | 3.65 | 0.90 |
| Career preparation | 3.38 | 1.02 |
| Availability of scholarships and financial aid[2] | 3.37 | 1.09 |
| Counseling services | 3.36 | 1.10 |
| Job placement service | 3.21 | 1.00 |
| Academic advisement | 3.18 | 1.16 |
| Social life | 3.00 | 1.20 |
| Student activities | 2.86 | 1.06 |

[1] Calculated mean for all responses: 1 = very dissatified, 5 = very satisfied.

[2] Calculated on the responses of approximately half of the responding students; the remainder indicated this aspect "not applicable."

### *AREAS OF SATISFACTION WITH KU*

Students were asked to rate their level of satisfaction with selected aspects of the University of Kansas.

- Over 70% of all responding students indicated that they were either "satisfied" or "very satisfied" with the following:
  - variety of courses offered (86.9%)
  - experiences with other students (83.2%)
  - library services (78.5%)
  - facilities (76.9%)
  - bookstore services (73.5%)
  - qualifications of faculty (73.1%)
  - career preparation (73.0%)
  - quality of instruction (72.8%)
- On the other hand, only four aspects of KU received as much as 20% ratings of "dissatisfied" or "very dissatisfied":
  - advising (33.2%)
  - enrollment process (32.0%)
  - classes scheduled at convenient times (23.2%)
  - availability of scholarship or financial aid (20.9%)

### Table 5
### Levels of Satisfaction of JCCC/KU Students with Selected Aspects of the University of Kansas
*Response Distribution in Percentages*

| Aspect of JCCC | Very dissat- isfied | Dissat- isfied | Neither satisfied nor dis- satisfied | Satis- fied | Very satis- fied | Not appli- cable |
|---|---|---|---|---|---|---|
| Quality of instruction | 1.3% | 10.1% | 15.8% | 53.0% | 19.8% | -- |
| Variety of courses offered | 0.7 | 4.0 | 6.7 | 39.1 | 47.8 | 1.7 |
| Career preparation | 1.7 | 4.4 | 17.6 | 43.6 | 29.4 | 3.4 |
| Student activities | 0.3 | 1.7 | 18.1 | 34.2 | 31.9 | 13.8 |
| Library services | 1.7 | 4.0 | 11.1 | 40.6 | 37.9 | 4.7 |
| Facilities | -- | 3.7 | 18.8 | 42.3 | 34.6 | 0.7 |
| Modern equipment | 3.0 | 6.4 | 24.5 | 40.6 | 23.8 | 1.7 |
| Classes scheduled at convenient times | 6.4 | 16.8 | 26.9 | 33.3 | 16.5 | -- |
| Helpfulness of faculty | 1.7 | 12.1 | 28.5 | 44.6 | 13.1 | -- |
| Helpfulness of support staff (secretaries, librarians, etc.) | 2.3 | 8.1 | 33.9 | 40.9 | 12.8 | 2.0 |
| Advising | 12.4 | 20.8 | 22.5 | 29.5 | 14.1 | 0.7 |
| Job placement services | 2.0 | 6.8 | 13.5 | 13.2 | 5.7 | 58.8 |
| Counseling services | 4.0 | 7.4 | 25.9 | 23.9 | 9.8 | 29.0 |
| Enrollment process | 12.5 | 19.5 | 23.2 | 31.3 | 13.1 | 0.3 |
| Availability of scholarships and financial aid | 8.1 | 12.8 | 13.5 | 19.9 | 9.8 | 35.8 |
| Qualifications of faculty | 1.3 | 4.0 | 20.5 | 38.4 | 34.7 | 1.0 |
| Size and atmosphere | 2.0 | 4.7 | 22.5 | 42.6 | 26.8 | 1.3 |
| Social life | 1.3 | 5.4 | 12.8 | 36.0 | 31.3 | 13.1 |
| Experiences with other students | 0.7 | 3.4 | 11.1 | 46.3 | 36.9 | 1.7 |
| Food services | 5.4 | 13.1 | 30.3 | 23.9 | 13.1 | 14.1 |
| Bookstore services | 1.7 | 4.4 | 19.1 | 48.7 | 24.8 | 1.3 |
| Health services | 2.4 | 7.8 | 18.3 | 28.1 | 19.3 | 24.1 |
| On-campus housing | 4.4 | 6.1 | 10.9 | 19.1 | 12.3 | 47.1 |

## *ORDER OF SATISFACTION WITH KU*

Students' responses to each item were averaged to determine areas of greatest and least satisfaction with selected aspects of KU. On a scale of 1 to 5 (1 = very dissatisfied, 5 = satisfied), a mean response greater than 3.50 was interpreted to indicate satisfaction, less than 2.50 dissatisfaction, and between 2.50 and 3.50 neither satisfaction nor dissatisfaction. "Not applicable" responses were not included in calculating the means.

- The aspects of KU with which students were most satisfied were the quality and variety of various resources, including faculty, and students' interactions with other students:
    - variety of courses offered (4.32)
    - experiences with other students (4.17)
    - library services (4.14)
    - student activities (4.11)
    - facilities (4.08)
    - social life (4.04)
    - qualifications of faculty (4.02)
- Students were least satisfied with some of the institutional processes and services:
    - advising (3.13)
    - enrollment process (3.13)
    - availability of scholarships and financial aid (3.16)
    - food services (3.31)
    - job placement services (3.37)
    - classes scheduled at convenient times (3.37)
    - counseling services (3.39)

  Note, however, that the means for these aspects of the university of Kansas fell within the "neither satisfied nor dissatisfied" range.
- Overall, current KU students were satisfied with most aspects of the university and were not dissatisfied with any aspects at KU.

### Table 6
### Level of Satisfaction of JCCC/KU Students with Selected Aspects of the University of Kansas
*Rank Order of Means*

| Aspects of KU | Mean[1] | Standard Deviation |
|---|---|---|
| Variety of courses offered | 4.32 | 0.83 |
| Experiences with other students | 4.17 | 0.81 |
| Library services | 4.14 | 0.91 |
| Student activities | 4.11 | 0.83 |
| Facilities | 4.08 | 0.83 |
| Social life | 4.04 | 0.95 |
| Qualifications of faculty | 4.02 | 0.92 |
| Career preparation | 3.98 | 0.91 |
| Bookstore services | 3.92 | 0.88 |
| Size and atmosphere | 3.89 | 0.93 |
| Quality of instruction | 3.80 | 0.92 |
| Modern equipment | 3.77 | 0.99 |
| Health services | 3.71 | 1.05 |
| Helpfulness of faculty | 3.55 | 0.92 |
| Helpfulness of support staff (secretaries, libarians, etc.) | 3.55 | 0.91 |
| On-campus housing[2] | 3.54 | 1.21 |
| Counseling services | 3.39 | 1.03 |
| Classes scheduled at convenient times | 3.37 | [illegible].14 |
| Job placement services[2] | 3.37 | [illegible].07 |
| Food service | 3.31 | 1.10 |
| Availability of scholarships and financial aid | 3.16 | 1.27 |
| Enrollment process | 3.13 | 1.24 |
| Advising | 3.12 | 1.25 |

---

[1] Calculated mean for all responses: 1 = very dissatisfied, 5 = very satisfied.

[2] Calculated on the responses of approximately half of the responding students; the remainder indicated this aspect "not applicable."

## *CHARACTERISTICS OF JCCC/KU TRANSFER STUDENTS*

Students were asked to provide a variety of data from which a demographic and academic profile of the responding students was derived.

- Approximately 85% of responding JCCC/KU transfer students were under 30 years old and thus within the range expected of traditional college students. However, the average age of these transfer students, 23.6 years, and their age distribution indicated that transfer students tend to be somewhat older than traditional native university students.
- Responding students were concentrated in the College of Arts and Sciences (42.9%), with much smaller contingents in the School of Business (15.3%), and School of Engineering (11.0%).
- Almost all students intended to earn a degree. Slightly more than half expected a bachelor's degree, and the remainder expected to continue to pursue advanced degrees.
- Students' career choices were distributed among a variety of fields. The greatest percentage of students sought careers in business operations, technologies and advanced degree professions.
- Nearly 60% of the students graduated from Shawnee Mission high schools, with Shawnee Mission South providing nearly 20% of the entire sample.
- Fifty percent graduated from high school between 1980 and 1982, though nearly as many graduated prior to 1980.
- These former JCCC students had completed an average of 3.6 semesters and 33.5 credit hours at JCCC before transferring to KU. They transferred 29.3 of these credit hours, for an average loss of 4.2 credit hours as a result of transferring.
- Eighty-five percent of those current KU students were enrolled full time, averaging 13.8 credit hours. On the average, the respondents had completed 3.7 semesters and 31.4 credit hours at KU.

### Table 7
### Demographic Characteristics of Responding JCCC/KU Students

| Characteristic | Number | Percent |
|---|---|---|
| **SEX** | | |
| Male | 132 | 44.4% |
| Female | 165 | 55.6 |
| **AGE** | | |
| Less than 18 | 5 | 1.7 |
| 18 - 20 | 111 | 36.9 |
| 21 - 29 | 140 | 46.5 |
| 30 - 39 | 31 | 10.3 |
| 40 - 49 | 12 | 4.0 |
| 50 + | 2 | 0.7 |
| Average age: 23.6 years | | |
| **SCHOOL ENROLLED IN AT KU** | | |
| Liberal Arts and Sciences | 129 | 42.9 |
| Allied Health | 4 | 1.3 |
| Architecture | 3 | 1.0 |
| Business | 46 | 15.3 |
| Education | 10 | 3.3 |
| Engineering | 33 | 11.0 |
| Fine Arts | 16 | 5.3 |
| Journalism | 22 | 7.3 |
| Nursing | 25 | 8.3 |
| Pharmacy | 4 | 1.3 |
| Social Welfare | 7 | 2.3 |
| More than one | 2 | 0.7 |
| **HIGHEST DEGREE PLANNED** | | |
| Bachelor's | 155 | 52.4 |
| Master's | 88 | 29.7 |
| Doctorate | 22 | 7.4 |
| Professional | 29 | 9.8 |
| None | 2 | 0.7 |
| **CAREER CHOICE** | | |
| Advanced degree professions | 40 | 13.6 |
| Allied health | 36 | 12.2 |
| Applied arts | 26 | 8.8 |
| Business operations | 70 | 23.7 |
| Sales | 5 | 1.7 |
| Social services | 31 | 10.5 |
| Technologies | 45 | 15.3 |
| Trades and crafts | 2 | 0.7 |
| Other | 33 | 11.2 |
| Don't know | 7 | 2.4 |

18/19

## Table 8
## High School Background of Responding JCCC/KU Students

| | Number | Percent |
|---|---|---|
| **HIGH SCHOOL OF GRADUATION** | | |
| Shawnee Mission South | 57 | 19.3% |
| Other high schools | 48 | 16.2 |
| Shawnee Mission West | 36 | 12.2 |
| Shawnee Mission East | 28 | 9.5 |
| Shawnee Mission North | 24 | 8.1 |
| Kansas City area private high schools | 22 | 7.4 |
| Olathe | 14 | 4.7 |
| Other Missouri high schools | 12 | 4.1 |
| Blue Valley | 7 | 2.4 |
| Other Kansas high schools | 6 | 2.0 |
| Gardner | 3 | 1.0 |
| Desoto | 2 | 0.7 |
| Spring Hill | 1 | 0.3 |
| **YEAR OF HIGH SCHOOL GRADUATION** | | |
| Before 1978 | 78 | 26.1 |
| 1978 | 24 | 8.0 |
| 1979 | 32 | 10.7 |
| 1980 | 48 | 16.1 |
| 1981 | 66 | 22.1 |
| 1982 | 36 | 12.0 |
| 1983 | 15 | 5.0 |

## Table 9A
## Academic Characteristics of Responding Students at Johnson County Community College

| Characteristic | Number | Percent |
|---|---|---|
| SEMESTERS COMPLETED AT JCCC | | |
| 1 | 33 | 11.2% |
| 2 | 87 | 29.6 |
| 3 | 42 | 14.3 |
| 4 | 55 | 18.7 |
| 5 | 32 | 10.9 |
| 6 | 25 | 8.5 |
| 7 or more | 20 | 6.8 |
| Average: 3.6 semesters | | |
| CREDIT HOURS COMPLETED AT JCCC | | |
| 1 - 6 | 38 | 12.8 |
| 7 - 11 | 27 | 9.1 |
| 12 - 24 | 61 | 20.5 |
| 25 - 36 | 52 | 17.4 |
| 37 - 48 | 28 | 9.4 |
| 49 - 64 | 59 | 19.8 |
| 65 or more | 33 | 11.1 |
| Average: 33.5 credit hours | | |

* * * * * * * *

## Table 9B
## Initial Year and Term of Enrollment at JCCC

| Initial Year of Enrollment | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Before 1979 | 34 | 11.2% | 9 | 3.0% | 4 | 1.3% |
| 1979 | 28 | 9.4 | 6 | 2.0 | 1 | 0.3 |
| 1980 | 35 | 11.7 | 12 | 4.0 | 5 | 1.7 |
| 1981 | 44 | 14.7 | 16 | 5.4 | 17 | 5.7 |
| 1982 | 30 | 10.0 | 13 | 4.3 | 21 | 7.0 |
| 1983 | 4 | 1.3 | 7 | 2.3 | 1 | 0.3 |

## Table 10
## Transfer Credit Hours Accepted by the University of Kansas

| Characteristic | Number | Percent |
|---|---|---|
| CREDIT HOURS *TRANSFERRED* TO KU FROM JCCC | | |
| 0 | 15 | 5.0 |
| 1- 6 | 42 | 14.1 |
| 7-11 | 27 | 9.1 |
| 12-24 | 56 | 18.8 |
| 25-36 | 58 | 19.5 |
| 37-48 | 21 | 7.0 |
| 49-64 | 69 | 23.2 |
| 65 or more | 10 | 3.4 |
| Average: 29.3 credit hours | | |
| CREDIT HOURS *LOST* BY TRANSFERRING FROM JCCC TO KU | | |
| 0 | 93 | 46.3 |
| 1- 3 | 29 | 14.4 |
| 4- 6 | 22 | 10.9 |
| 7-10 | 17 | 8.5 |
| 11-20 | 18 | 9.0 |
| 21 or more | 22 | 10.9 |
| Average: 4.2 credit hours | | |
| CREDIT HOURS TRANSFERRED TO KU *FROM OTHER COLLEGES/UNIVERSITIES* | | |
| 0 | 207 | 70.6 |
| 1- 6 | 14 | 4.8 |
| 7-11 | 10 | 3.4 |
| 12-24 | 20 | 6.8 |
| 25-36 | 20 | 6.8 |
| 37-48 | 5 | 1.7 |
| 49-64 | 9 | 3.1 |
| 65 or more | 8 | 2.7 |
| Average: 8.1 credit hours | | |

### Table 11A
### Academic Characteristics of Responding Students at the University of Kansas

| Characteristic | Number | Percent |
|---|---|---|
| SEMESTER *COMPLETED* AT KU | | |
| 0 | 80 | 27.4% |
| 1 | 21 | 7.2 |
| 2 | 82 | 28.1 |
| 3 | 24 | 8.2 |
| 4 | 32 | 11.0 |
| 5 | 11 | 3.8 |
| 6 or more | 42 | 14.3 |
| Average: 3.7 semesters | | |
| CREDIT HOURS *COMPLETED* AT KU | | |
| 1- 6 | 1 | 0.5% |
| 7-15 | 23 | 11.6 |
| 16-30 | 55 | 27.6 |
| 31-45 | 36 | 18.1 |
| 46-60 | 37 | 18.6 |
| 61-75 | 16 | 8.0 |
| 76-90 | 9 | 4.5 |
| 91 or more | 22 | 11.1 |
| Average: 31.4 credit hours | | |
| CREDIT HOURS *CURRENTLY* ENROLLED AT KU | | |
| 1- 6 | 11 | 3.7 |
| 7-11 | 35 | 11.6 |
| 12-16 | 198 | 65.8 |
| 17 or more | 57 | 18.9 |
| Average: 13.8 credit hours | | |

* * * * * * * *

### Table 11B
### Initial Year and Term of Enrollment at KU

| Initial Year of Enrollment | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Before 1980 | 18 | 6.3% | 3 | 1.0% | -- | -- |
| 1980 | 21 | 7.3 | 1 | 0.3 | 1 | 0.3% |
| 1981 | 44 | 15.4 | 8 | 2.8 | 2 | 0.7 |
| 1982 | 70 | 24.5 | 8 | 2.8 | 7 | 2.4 |
| 1983 | 94 | 32.9 | 6 | 2.1 | 3 | 1.0 |

### *STUDENT ATTENDANCE PREFERENCES*

Students were asked whether JCCC and KU were their "first choice" institutions at the time that they enrolled in each institution. They were also asked to indicate the likelihood of their attending each if they were to start their college careers over again.

- Overwhelmingly, students indicated that at the time they first enrolled, each institution was their first choice.

  Over 80% indicated that JCCC was their first choice institution when they first enrolled, and nearly 90 percent indicated that KU was their first choice when they transferred.

- The only significant percentage of students indicating that the institution in which they enrolled was not their first choice at the time of first enrollment were students enrolled at JCCC although KU was their first choice. Nearly 16% of the students initially enrolled at JCCC indicated that KU had, in fact, been their first choice institution.

- The great majority of students indicated that they would be likely to attend ("definitely would attend" and "probably would attend" responses combined) both JCCC and KU again if they were to begin their college careers over again. Nearly 80% indicated that they would be likely to attend KU again, and 62.6% indicated that they would attend JCCC again.

- Only 6.0% of the current KU students indicated that they would not be likely to attend KU again, though 22.1% of former JCCC students indicated that they would not be likely to attend JCCC again. Approximately 15% indicated that they were uncertain whether they would attend each institution again.

Table 12
Student Attendance Preferences

| | Number | Percent |
|---|---|---|
| FIRST CHOICE *ORIGINAL* INSTITUTION | | |
| JCCC | 233 | 81.0% |
| KU | 45 | 15.7 |
| K-State | 1 | 0.3 |
| MU | 1 | 0.3 |
| UMKC | 1 | 0.3 |
| Avila | 2 | 0.7 |
| Other | 5 | 1.7 |
| FIRST CHOICE *TRANSFER* INSTITUTION | | |
| KU | 261 | 89.1% |
| K-State | 5 | 1.7 |
| MU | 7 | 2.4 |
| UMKC | 3 | 1.0 |
| Out-of-state public | 11 | 3.8 |
| Out-of-state private | 3 | 1.0 |
| Other | 3 | 1.0 |
| WOULD ATTEND *JCCC* AGAIN? | | |
| Definitely would attend | 127 | 42.5% |
| Probably would attend | 60 | 20.0 |
| Uncertain | 46 | 15.4 |
| Probably would not attend | 45 | 15.1 |
| Definitely would not attend | 21 | 7.0 |
| WOULD ATTEND *KU* AGAIN? | | |
| Definitely would attend | 118 | 39.1% |
| Probably would attend | 117 | 38.9 |
| Uncertain | 48 | 16.0 |
| Probably would not attend | 12 | 4.0 |
| Definitely would not attend | 6 | 2.0 |

## JCCC/KU STUDENT RESPONSES TO "OTHER" QUESTIONS

### Experience during first semester at KU

A crisis (rape) assist center - 1, very difficult
Extra social events. More variety - 1, very difficult
Largeness of school - 2, difficult
Finding someone to explain required courses needed for for graduation - 1, very difficult
Schedule of required forced quitting of good nursing job - 1, very difficult
As far as study habits--I was not prepared at all
Advising - 1, very difficult
Letter r above some classes
Math 102 & Eng 101 - 1, very difficult
Adapting to college town after "metro city" - 1, very difficult
Keeping up with reading for certain classes - 2, difficult
Understanding math - 2, difficult
Getting a good teacher - 2, difficult
Understanding why KU run for Admin.--not students - 1, very difficult
Early enrollment - 1, very difficult
Career direction advising - 1, very difficult
JCCC poor preparation for KU - 1, very difficult
KU is an inhuman establishment - 6, not applicable
Understanding foreign teachers - 1, very difficult
Taking Calc 121 w/o high school Calc - 1, very difficult
Tests - 2, difficult
Recalling info for tests - 1, very difficult
Understanding inexperienced foreign ta's - 1, very difficult
Support for student who works & commutes - 1, very difficult
Student weight-lifting facilities - very poor
Classroom atmosphere/teacher helpfulness
Finding common ground w/students who live on campus - 1, very difficult
Disregard for commuters - 1, very difficult

### Level of satisfaction with college experience at JCCC

Excellent child care center - 5, very satisfied
Good opportunity for high school student - 5, very satisfied
Convenience of location - cost - 5, very satisfied
Levels of difficulty - 2, dissatisfied
Too much commuter campus atmosphere - 1, very dissatisfied
Parking - 1, very dissatisfied
Access to instructors - 5, very satisfied
Obtaining transcripts - 2, dissatisfied
English dept - 5, very satisfied
Cafeteria - 5, very satisfied
Difficulty at JCCC prepares for difficulty at KU - 1, very dissatisfied
Everything excellent - 5, very satisfied
Telephone registration - 5, very satisfied
Administrations - 1, very dissatisfied
Location of classes - 5, very satisfied
Preparation for KU - 2, dissatisfied

*(Level of satisfaction . . . concluded)*

Availability of faculty - 5, very satisfied
Support for student who works & commutes - 5, very satisfied
Outstanding school - 1, very dissatisfied
Quality of instruction for AA - 2, dissatisfied

*Level of Satisfaction with College Experience at KU*

Most of civil servants won't give you time of day - 1, very dissatisfied
Certain classes (Eng 101) have inadequate teachers - 1, very dissatisfied
Parking regulations are unclear - 2, dissatisfied
Fraternity - 5, very satisfied
TA for undergrad classes - they are too concerned with own classes - 1, very dissatisfied
Bus service - 5, very satisfied
Parking services one of the biggest rip-offs - 1, very dissatisfied
Number of sections offered for many classes - 1, very dissatisfied
Football team performance - 1, very dissatisfied
Bookstore prices - 1, very dissatisfied
Career direction & selection advising - 1, very dissatisfied
Totally dissatisfied - 1, very dissatisfied
Foreign teachers - 1, very dissatisfied
Academic & time requirements realistic & relevant to career prep - 2, dissatisfied
Reputation, academic standing - 5, very satisfied
Books, food, housing - too expensive - 1, very dissatisfied
Availability of faculty - 1, very dissatisfied
Big, but good, well qualified, unorganized - 1, very dissatisfied
Off-campus housing - 5, very satisfied

*Career Choice*

Psychology
Newspaper or magazine reporter
Journalism/advertising
Broadcast management
Open my own preschool
Advertising account executive
Possibly linguistics, culture
Environmental science
Personnel adminstrator
Broadcasting sales/mgmt
Linguistics - Japanese language major
Commission in U.S.A.F.
Computer graphics/advertising
Journalist
Advertising
Physical education (coaching)
Clinical pharmacy
Industrial psychology

*(Career choice - concluded)*

Film production
Health, nutritionist, dietician
Television production/mgmt
Public relations/advertising
Pharmacy
Architecture
Instr of philosophy
Biology degree in mammology
Entrepreneur/sales
Geologist

# PART 2:

# "NATIVE" KU STUDENTS

## *EXPERIENCES DURING THE FIRST SEMESTER AT KU*

Students were asked to rate the degree of ease or difficulty they experienced in dealing with a variety of circumstances during their first semester at KU.

- Overall, KU students had very few "very difficult" experiences during their first semester. One area caused problems for over 20% of the students:
  - getting good academic advising (20.5%)
- When the "very difficult" and "difficult" response categories were combined, more circumstances appear to cause problems for one-third to one-half of the students:
  - getting good academic advising (53.3%)
  - budgeting time for studies and social life (43.1%)
  - knowing who to go to for help (42.0%)
  - keeping grades up (36.7%)
  - budgeting time for studies, work, and family responsibilities (36.4%)
  - not having necessary study skills (35.0%)
- Other positive and negative experiences which students mentioned are described in verbatim responses (see Appendix III)
- The circumstances which over half the new students find "very easy" or "easy" to manage are:
  - finding a place to live (77.7%)
  - keeping in touch with family and friends (69.9%)
  - making new friends (66.3%)
  - getting necessary transportation to and from campus (60.6%)
  - adjusting to large classes (57.6%)
  - adapting to change in social climate (50.6%)
- Few circumstances caused students any serious problems and many students were able to manage potentially difficult circumstances with ease.

### Table 13
### Experiences of Native KU Students During Their First Semester at KU
*Response Distribution in Percentages*

| Circumstance | Very difficult | Diffi- cult | Neither difficult nor easy | Easy | Very easy | Not appli- cable |
|---|---|---|---|---|---|---|
| Finding a place to live | 0.7% | 3.0% | 14.0% | 35.5% | 42.2% | 4.7% |
| Keeping up with class assignments | 2.7 | 22.9 | 42.5 | 28.9 | 2.7 | 0.3 |
| Keeping in touch with family and friends | 0.7 | 7.6 | 20.5 | 42.1 | 27.8 | 1.3 |
| Finding necessary university services | 3.6 | 18.2 | 39.1 | 29.8 | 7.3 | 2.0 |
| Getting the classes you needed or wanted to take | 9.6 | 21.2 | 26.2 | 32.5 | 10.6 | 0.0 |
| Making new friends | 2.0 | 12.3 | 18.9 | 39.1 | 27.2 | 0.7 |
| Understanding professors' lectures | 1.7 | 12.0 | 43.5 | 34.2 | 8.6 | 0.0 |
| Not having necessary study skills | 7.5 | 27.5 | 31.5 | 14.9 | 4.7 | 13.9 |
| Adapting to change in social climate | 4.0 | 17.9 | 25.8 | 33.1 | 17.5 | 1.7 |
| Finding a job to help with expenses | 7.3 | 21.2 | 8.6 | 11.9 | 4.3 | 46.7 |
| Getting good academic advising | 20.5 | 32.8 | 22.8 | 13.2 | 7.3 | 3.3 |
| Getting help with classes from instructors or professors | 2.3 | 17.2 | 37.4 | 32.8 | 7.0 | 3.3 |
| Paying for tuition, books and other educational expenses | 7.0 | 23.5 | 31.5 | 21.5 | 11.9 | 4.6 |
| Completing the enrollment process | 9.6 | 22.3 | 31.9 | 25.9 | 10.3 | 0.0 |
| Getting transfer credit hours accepted | 2.0 | 4.0 | 3.7 | 3.3 | 0.7 | 86.3 |
| Getting around the campus | 5.0 | 20.2 | 48.7 | 25.8 | 0.3 | 0.0 |
| Getting necessary transportation to and from campus | 1.3 | 6.7 | 13.7 | 32.3 | 28.3 | 17.7 |
| Adjusting to large classes | 1.3 | 13.9 | 23.5 | 37.1 | 20.5 | 3.6 |
| Arranging for financial aid | 8.9 | 17.5 | 17.2 | 13.2 | 4.6 | 38.4 |
| Knowing who to go to for help | 8.9 | 33.1 | 33.1 | 18.5 | 4.3 | 2.0 |
| Budgeting time for studies and social life | 9.3 | 33.8 | 28.5 | 23.8 | 4.0 | 0.7 |
| Budgeting time for studies, work and family responsibilities | 8.3 | 28.1 | 25.8 | 16.9 | 2.6 | 18.2 |
| Understanding assignments | 0.7 | 10.0 | 41.5 | 39.2 | 8.6 | 0.0 |
| Keeping grades up | 7.6 | 29.1 | 37.7 | 20.2 | 5.3 | 0.0 |
| Other, please list | 39.0 | 16.9 | 0.0 | 0.0 | 10.2 | 33.9 |

## *ORDER OF DIFFICULTY WITH FIRST SEMESTER EXPERIENCES*

Responses to each item were averaged to determine which situations were most difficult for students. On a scale of 1 to 5 (1 = very difficult, 5 - very easy), a mean response less than 2.50 was interpreted as a difficult circumstance, a mean score greater than 3.50 as a situation that was easy to deal with, and a mean score between 2.50 and 3.50 as a situation which was neither difficult nor easy. "Not applicable" responses were not included in calculation mean scores.

- A variety of miscellaneous circumstances appeared to cause students the most difficulty during their first semester at KU (1.87).
- No other circumstances were seriously difficult but means less than 3.0 appeared for:
  - getting good academic advising (2.52)
  - finding a job to help with expenses[1] (2.71)
  - budgeting time for studies, work, and family responsibilities (2.73)
  - knowing who to go to for help (2.76)
  - getting transfer credit hours accepted[2] (2.76)
  - arranging for financial aid (2.79)
  - budgeting time for studies and social life (2.79)
  - not having necessary study skills (2.79)
  - keeping grades up (2.86)
- Some circumstances are a problem only for a particular subgroup of students, specifically finding a job and arranging for financial aid.

---

[1] Approximately 47% of the students did not seek work, however.

[2] About 14% of the "native" students indicated they were attempting to transfer hours to KU. Theoretically, none of these students should have been in this sample. Since their transferred hours did not appear on the Student Records Information System (SRIS), they were not excluded from the sample. Obviously, their complaint is real if no previous education transcript exists for these students or the posting of this information is delayed.

Table 14
Experiences of Native KU Students
During Their First Semester
*Rank Order of Means*

| Circumstance | Mean[1] | Standard Deviation |
|---|---|---|
| Finding a place to live | 4.21 | .86 |
| Getting necessary transportation to and from campus | 3.97 | .99 |
| Getting around the campus | 3.96 | .81 |
| Keeping in touch with family and friends | 3.90 | .92 |
| Making new friends | 3.78 | 1.04 |
| Adjusting to large classes | 3.64 | 1.02 |
| Understanding assignments | 3.45 | .81 |
| Adapting to change in social climate | 3.43 | 1.10 |
| Understanding professors' lectures | 3.36 | .86 |
| Getting help with classes from instructors or professors | 3.26 | .92 |
| Finding necessary university services | 3.19 | .95 |
| Getting the classes you needed or wanted to take | 3.13 | 1.15 |
| Paying for tuition, books and other educational expenses | 3.08 | 1.12 |
| Keeping up with class assignments | 3.06 | .86 |
| Completing the enrollment process | 3.05 | 1.13 |
| Keeping grades up | 2.86 | 1.00 |
| Not having necessary study skills | 2.79 | 1.01 |
| Budgeting time for studies and social life | 2.79 | 1.04 |
| Arranging for financial aid | 2.79 | 1.16 |
| Getting transfer credit hours accepted[2] | 2.76 | 1.14 |
| Knowing who to go to for help | 2.76 | 1.01 |
| Budgeting time for studies, work, and family responsibilities | 2.73 | 1.01 |
| Finding a job to help with expenses[3] | 2.71 | 1.19 |
| Getting good academic advising | 2.52 | 1.19 |
| Other, please list | 1.87 | 1.42 |

[1] Means were calculated for responses in the 1-5 range ("very difficult" - "very easy").

[2] Approximately 86% of the respondents indicated "Not applicable."

[3] Approximately 47% of the respondents indicated "Not applicable."

## AREAS OF SATISFACTION WITH KU

Students were asked to rate their level of satisfaction and dissatisfaction with selected aspects of the university.

- There is broad satisfaction with many aspects of the university. Over 75% of the new students are "Very satisfied" or "Satisfied" with the following:
  - variety of courses offered (83.5%)
  - experiences with other students (82.2%)
  - size and atmosphere (81.9%)
  - facilities (80.3%)
  - library services (79.1%)
  - social life (79.0%)
- None of the listed experiences caused serious dissatisfaction for more than 20% of the new students.
- When "Very dissatisfied" and "Dissatisfied" response categories are combined, several areas emerge:
  - advising (40.0%)
  - food services (32.5%)
  - enrollment process (28.8%)
  - availability of scholarships and financial aid (22.1%)
- A variety of satisfactions and dissatisfactions are mentioned in the verbatim responses (see Appendix 1).

Table 15
Levels of Satisfaction by Native KU Students with Selected Aspects of KU
*Response Distribution in Percentages*

| Aspect of KU | Very dissat-isfied | Dissat-isfied | Neither satisfied nor dis-satisfied | Satis-fied | Very satis-fied | Not appli-cable |
|---|---|---|---|---|---|---|
| Quality of instruction | 0.0% | 10.1% | 19.8% | 58.7% | 11.4% | 0.0% |
| Variety of courses offered | 0.0 | 6.4 | 9.8 | 53.9 | 29.6 | 0.3 |
| Career preparation | 2.3 | 15.1 | 26.8 | 43.3 | 9.4 | 3.0 |
| Student activities | 1.3 | 5.7 | 31.1 | 48.8 | 11.7 | 1.3 |
| Library services | 1.0 | 4.0 | 14.4 | 45.8 | 33.3 | 1.3 |
| Facilities | 0.3 | 2.3 | 16.4 | 54.5 | 25.8 | 0.7 |
| Modern equipment | 1.3 | 10.7 | 21.1 | 45.2 | 21.1 | 0.7 |
| Classes scheduled at convenient times | 2.3 | 16.7 | 31.8 | 41.5 | 7.7 | 0.0 |
| Helpfulness of faculty | 2.0 | 7.0 | 30.5 | 45.3 | 14.4 | 0.7 |
| Helpfulness of support staff (secretaries, libarians, security) | 2.7 | 8.0 | 27.1 | 48.2 | 12.0 | 2.0 |
| Advising | 15.8 | 24.2 | 24.2 | 25.5 | 9.4 | 1.0 |
| Job placement services | 4.3 | 9.0 | 16.7 | 10.7 | 4.3 | 54.8 |
| Counseling services | 2.0 | 9.0 | 18.7 | 15.7 | 5.0 | 49.5 |
| Enrollment process | 8.7 | 20.1 | 27.9 | 35.2 | 8.1 | 0.0 |
| Availability of scholarships and financial aid | 7.7 | 14.4 | 16.8 | 26.8 | 7.4 | 26.8 |
| Qualifications of faculty | 1.0 | 7.7 | 23.1 | 51.2 | 15.7 | 1.3 |
| Size and atmosphere | 0.3 | 2.3 | 15.1 | 47.5 | 34.4 | 0.3 |
| Social life | 0.7 | 5.0 | 14.7 | 45.2 | 33.8 | 0.7 |
| Experiences with other students | 0.7 | 2.3 | 14.7 | 50.8 | 31.4 | 0.0 |
| Food service | 0.7 | 21.8 | 29.9 | 24.5 | 4.4 | 8.7 |
| Bookstore services | 2.0 | 10.4 | 20.5 | 51.7 | 15.4 | 0.0 |
| Health services | 4.4 | 14.5 | 24.7 | 37.2 | 10.8 | 8.4 |
| On-campus housing | 4.7 | 9.1 | 16.1 | 41.9 | 8.7 | 19.5 |
| Others, please list | 37.5 | 10.4 | 6.3 | 2.1 | 15.7 | 27.1 |

## *ORDER OF SATISFACTION WITH KU*

Students' responses to each item were averaged to determine the areas of greatest satisfaction and least satisfaction. On a scale of 1 to 5 (1 = very dissatisfied, 5 = very satisfied), a mean response greater than 3.50 was interpreted to indicate satisfaction, less than 2.50 dissatisfaction, and between 2.50 and 3.50 neither satisfaction nor dissatisfaction. "Not applicable" responses were not included in calculating mean scores.

- The areas of greatest satisfaction were:

    - size and atmosphere (4.14)
    - experience with other students (4.10)
    - library services (4.08)
    - variety of courses offered (4.07)
    - social life (4.07)
    - facilities (4.04)
    - modern equipment (3.74)
    - qualifications of faculty (3.74)
    - quality of instruction (3.72)
    - bookstore services (3.68)
    - student actvities (3.65)
    - helpfulness of faculty (3.64)
    - helpfulness of support staff (3.60)
    - on-campus housing (3.51)

- A variety of miscellaneous circumstances appeared to cause the most dissatisfaction (2.31).

- No other circumstances caused serious dissatisfaction, but means less than 3.0 appeared for:

    - food service (2.89)
    - advising (2.89)

### Table 16
### Level of Satisfaction of Native KU Students with Selected Aspects of KU
*Rank Order of Means*

| Experience | Mean[1] | Standard Deviation |
|---|---|---|
| Size and atmosphere | 4.14 | .78 |
| Experiences with other students | 4.10 | .78 |
| Library services | 4.08 | .86 |
| Variety of courses offered | 4.07 | .81 |
| Social life | 4.07 | .87 |
| Facilities | 4.04 | .74 |
| Modern equipment | 3.74 | .96 |
| Qualifications of faculty | 3.74 | .86 |
| Quality of instruction | 3.72 | .80 |
| Bookstore services | 3.68 | .93 |
| Student activities | 3.65 | .82 |
| Helpfulness of faculty | 3.64 | .89 |
| Helpfulness of support staff (secretaries, librarians, security) | 3.60 | .90 |
| On-campus housing | 3.51 | 1.02 |
| Career preparation | 3.44 | .95 |
| Health services | 3.39 | 1.04 |
| Classes scheduled at convenient times | 3.36 | .93 |
| Counseling services[2] | 3.25 | 1.00 |
| Availability of scholarships and financial aid | 3.16 | 1.17 |
| Enrollment process | 3.14 | 1.10 |
| Job placement services[3] | 3.04 | 1.10 |
| Advising | 2.89 | 1.23 |
| Food service | 2.89 | 1.08 |
| Others, please list | 2.31 | 1.66 |

---

[1] Means were calculated for responses in the 1-5 range ("Very dissatisfied" - "Very satisfied")

[2] Approximately 50% of the respondents indicated "Not applicable."

[3] Approximately 55% of the respondents indicated "Not applicable."

## *CHARACTERISTICS OF NATIVE KU STUDENTS*

Students were asked to provide a variety of data from which demographic and academic profiles were developed.

- Approximately 44% of the native students were between 18 and 20 years of age. Another 56% were between 21 and 29 years of age.
- The greatest percentage of students (43%) were enrolled in the College of Liberal Arts and Science.
- Less than 3.0% of the respondents planned to earn less than a bachelor's degree. Forty-five percent indicated bachelor's as the highest degree planned and 30% indicated master's.
- Leading vocational choices for students were:
    - business operations (19%)
    - technologies (17%)
    - advanced degree professions (15%)
    - other (15%)
- Students come from a variety of high schools. Shawnee Mission and Lawrence provided the largest percentage of students.
- Most current KU students graduated from high school in 1980 or after. Less than 20% graduated before 1980.
- KU was the first choice educational institution for about 80% of the respondents.
- More than 80% of current students said they would definitely or probably attend KU again.
- Respondents completed an average of 5.9 semesters and 62.5 credit hours at KU. They were currently enrolled in an average of 14.6 hours.
- Most students begin attending KU in the fall semester.

## Table 17
## Demographic Characteristics of Responding Native KU Students

| Characteristics | Number | Percent |
|---|---|---|
| SEX | | |
| Male | 136 | 46.3% |
| Female | 158 | 53.7 |
| AGE | | |
| Less than 18 | 0 | 0.0% |
| 18 - 20 | 131 | 43.8 |
| 21 - 29 | 166 | 55.5 |
| 30 - 39 | 2 | 0.6 |
| 40 - 49 | 0 | 0.0 |
| 50 + | 0 | 0.0 |
| Average age: 20.9 years | | |
| SCHOOL ENROLLED IN AT KU | | |
| Liberal Arts and Sciences | 130 | 43.0% |
| Allied Health | 7 | 2.3 |
| Architecture | 11 | 3.6 |
| Business | 40 | 13.2 |
| Education | 17 | 5.6 |
| Engineering | 33 | 10.9 |
| Fine Arts | 18 | 6.0 |
| Journalism | 22 | 7.3 |
| Nursing | 3 | 1.0 |
| Pharmacy | 5 | 1.7 |
| Social Welfare | 1 | 0.3 |
| More than one | 8 | 2.6 |
| HIGHEST DEGREE PLANNED | | |
| Associate's | 4 | 1.3% |
| Bachelor's | 136 | 45.0 |
| Master's | 91 | 30.1 |
| Doctorate | 19 | 6.3 |
| Professional | 36 | 11.9 |
| None | 3 | 1.0 |
| CAREER CHOICE | | |
| Advanced degree professions | 45 | 14.9 |
| Allied health | 24 | 7.9 |
| Applied arts | 31 | 10.3 |
| Business operations | 58 | 19.2 |
| Office and clerical | 1 | 0.3 |
| Sales | 2 | 0.7 |
| Social services | 23 | 7.6 |
| Technologies | 51 | 16.9 |
| Trades and crafts | 0 | 0.0 |
| Other | 45 | 14.9 |
| Don't know | 12 | 4.0 |

### Table 18
### High School Background of Responding Native KU Students

| | Number | Percent |
|---|---|---|
| **HIGH SCHOOL OF GRADUATION** | | |
| Shawnee Mission East | 20 | 6.6% |
| Shawnee Mission South | 17 | 5.6 |
| Lawrence | 16 | 5.3 |
| Shawnee Mission Northwest | 12 | 3.9 |
| Shawnee Mission West | 9 | 3.0 |
| Bishop Miege | 8 | 2.6 |
| Topeka West | 8 | 2.6 |
| Shawnee Mission North | 5 | 1.6 |
| Olathe North | 5 | 1.6 |
| Other high schools | 204 | 67.1 |
| **YEAR OF HIGH SCHOOL GRADUATION** | | |
| Before 1978 | 10 | 3.3% |
| 1978 | 6 | 2.0 |
| 1979 | 39 | 13.1 |
| 1980 | 95 | 32.0 |
| 1981 | 80 | 26.9 |
| 1982 | 47 | 15.8 |
| 1983 | 20 | 6.7 |

### Table 19A
### Academic Characteristics of Responding Native KU Students

| Characteristic | Number | Percent |
|---|---|---|
| SEMESTERS COMPLETED AT KU | | |
| 1 | 15 | 5.1% |
| 2 | 2 | 0.7 |
| 3 | 45 | 15.7 |
| 4 | 7 | 2.4 |
| 5 | 71 | 24.1 |
| 6 | 14 | 4.7 |
| 7 or more | 141 | 47.8 |
| Average: 5.9 semesters | | |
| CREDIT HOURS COMPLETED AT KU | | |
| 1 - 6 | 3 | 1.1% |
| 7 - 15 | 1 | 0.4 |
| 16 - 30 | 15 | 5.5 |
| 31 - 45 | 33 | 12.2 |
| 46 - 60 | 26 | 9.6 |
| 61 - 75 | 64 | 23.6 |
| 76 - 90 | 32 | 11.8 |
| 91 or more | 97 | 35.8 |
| Average: 62.5 credit hours | | |
| CREDIT HOURS CURRENTLY ENROLLED AT KU | | |
| 1 - 6 | 8 | 2.7% |
| 7 - 11 | 13 | 4.4 |
| 12 - 16 | 206 | 69.6 |
| 17 or more | 69 | 23.3 |
| Average: 14.6 credit hours | | |

* * * * * * *

### Table 19B
### Initial Year and Term of Enrollment at KU

| Initial Year of Enrollment | Fall | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Before 1980 | 49 | 16.8% | 3 | 1.0% | 2 | 0.7% |
| 1980 | 91 | 31.2 | 2 | 0.7 | 0 | 0.0 |
| 1981 | 76 | 26.0 | 1 | 0.3 | 2 | 0.7 |
| 1982 | 45 | 15.4 | 2 | 0.7 | 0 | 0.0 |
| 1983 | 15 | 5.1 | 2 | 0.7 | 2 | 0.7 |

Table 20
Student Attendance Preferences

| Characteristic | Number | Percent |
|---|---|---|
| FIRST CHOICE *ORIGINAL* INSTITUTION | | |
| KU | 225 | 79.5% |
| Kansas State | 3 | 1.1 |
| Wichita State | 3 | 1.1 |
| Arizona State | 2 | 0.7 |
| Boston University | 2 | 0.7 |
| MIT | 2 | 0.7 |
| Northwestern | 2 | 0.7 |
| Notre Dame | 2 | 0.7 |
| Colorado | 2 | 0.7 |
| Illinois | 2 | 0.7 |
| Northern Colorado | 2 | 0.7 |
| Wisconsin | 2 | 0.7 |
| Other | 34 | 12.0 |
| WOULD ATTEND *KU* AGAIN | | |
| Definitely would attend | 120 | 40.4% |
| Probably would attend | 123 | 41.4 |
| Uncertain | 35 | 11.8 |
| Probably would not attend | 16 | 5.4 |
| Definitely would not attend | 3 | 1.0 |

## *NATIVE KU STUDENT RESPONSES TO "OTHER" QUESTIONS*

*Experience during first semester at KU.*

Attaining goals - 2 difficult

Resident Hall Life - 5 very easy

Overcoming the uneasiness of adjusting to living away from home for the very first time. - 2 difficult

Putang

Keeping up a positive attitude - 1 very difficult

Feeling like more than a number - 1 very difficult

Knowing about all the clubs, services, etc. That KU offers - 2 difficult

dropping a class ( I was mis-advised) - 1 very difficult

Adjusting to conservative atmosphere - 1 very difficult

Meeting people in large classes - very difficult

School recital attendance requirement. - 1 Very difficult

Getting Motivated to do well - -10. Defining and maintaining new relationships - 2 difficult. Setting priorites - 2 difficult. Availability of advising for career choice (major) - 1 Very difficult. Developing study skills (realizing you do have to study more than just the night before) - 1 very difficult. Adjusting to anonimity w/ relation to professors. - 2 difficult.

Getting along with receptionist in Fin. Aide Office - -1.

Finding a place to park on campus - 1 very difficult.

Communication with financial aid office workers - 1 very difficult.

Bringback Allen Field House.

Finding help knowing what questions to ask to do well rather than simply adequate. - 1 very difficult.

Getting cooperation from administrative department heads - 1 very difficult.

Getting some instructors to listen to your side of an argument - 1 very difficult.

English 101 - 2 difficult.

Believing instructors really wanted to take the time for individual help and questions. - 2 difficult.

I kept up all right but I really had to work.

Instructions to use of timetable for enrollment - 1 very difficult.

Changing residence halls - 1 very difficult.

Deciding on a major - 1 very difficult.

Reasoning why you came to KU - 1 very difficult.

Understanding foriegn calculus teachers - 1 very difficult.

Assuming that the average high school graduate is not prepared for higher mathematics or foriegn languages, I feel that the Spanish and Math departments did an unacceptable job in providing basic skills for these classes.

Professors attitudes - 1 very difficult.

The enrollment & orientation was one big confusing mess! Nobody even told me what a timetable was for ! I didn't even know I had to have one!!

School of Education 5 yr. Program - 1 very difficult.

People are friendly.

Finding Good Drugs 2-difficult

Finding out about the services offered 2-difficult

Meeting acid-casualties 5-very easy

Going through summer orientation 2-difficult.

Finding compatible roomate in dorm 2-difficult

Getting the classes you needed or wanted to take - *It has gotten very difficult.

Buses to go downtown are too rare.

Moving into a highly competitive social community. 1-Very difficult.

Worrying about GPA 5-Very easy

Finding and getting quality instructors 1-Very difficult

Why are you asking me this now when I'm going to graduate this coming spring? PLACENTA MEAL

Enrollment before computer 1-very difficult

Keeping up & the laundry 1-very difficult

*Level of satisfaction with college experience at KU.*

Evaluation process - 3 neither satisfied nor dissatisfied. Why not evaluate the professors as well as the TA's? I think all teachers would benefit from this.

Quality of freshman classes - 1 very difficult.

Lines were to long at Health Center.

Atmosphere at KU - 5 very satisfied.

J.R.P. Life - 5 very satisfied.

Recreational facilites - 5 very satisfied.

Quality of KU in general - 5 very satisfied.

Computer enrollment is better, than the Allen Field House Tradition.

Parking - 2 dissatisfied.

Putang.

Off campus housing - 3 Neither satisfied nor dissatisfied.

(Transcripts, Office of Admissions ) - 1 very dissatisfied.

Availability of Special Sevices (SES) (Qualified Advising) - 1 very dissatisfied.

Teaching Assistants - 1 very dissatisfied. Teaching Assistants are very reasonable for costs for the universities, but there should be a better system for screening them. My suggestion is to have some Profs sit in on lectures and evaluate them, then ask the students about the T.A. before rehiring them for a second semester.

Dorm food - 1 very dissatisfied.

Parking facilites close to campus - 1 very dissatisfied.

Relavant courses for major area of study - 2 dissatisfied.

Lighting is extremely poor near and around Watson library - a popular spot for assailants -Poor lighting 5th floor watson for study -Poor parking facilities.

Qualification of TA's - 2 dissatisfied.

Schol - Halls - 4 satisfied.

All English 101 students should be taken to Watson Library to learn how to use that place.

Administration (there too much administration) - 1 very dissatisfied.

Parking problems - 1 very dissatisfied.

Professors often think of you as a number!

Any personalization from instructor - help, attention, etc. - Many instructor of larger classes disappeared after class and didn't seem very interested in questions that needed answering, etc. They left it to TA's who very often did not know the answers!

Use of too busy or poorly trained T.A. 's - 1 very dissatisfied.

There should be more international Bus courses.

Athletics - 5 very satisfied.

Computer science courses - 1 very dissatisfied.

Bus Service KU WHEELS → Should be included in tuition and fees. - 2 dissatisfied. Too expensive $30.00

KU parking services - 1 very dissatisfied.

Parking services - 1 very dissatisfied.

Job placement & internship listing across the U.S. would be helpful - 5 very satisfied.

Cost of tuition & books. - 1 very dissatisfied.

Dorm Food - 0 Poor

There's got to be a way to have better food in our campus residence halls! Other colleges manage it at no more expense. Why can't KU?

New add-drop system - 1 very dissatisfied.

Architecture school has 0 modern equip.

I'm dissatisfied w/ the cancelling of classes in the Art Dept. even w/ the $25 extra we pay, they are still, cancelling our class, offering less & less.

Scholarship Halls -5 Very satisfied!

Not satisfied with TA's qualifications but I was usually satisfied with qualifications of professors.

Double room and noise at Mc Collum 1-very dissatisfied,

Labs 1-Very dissatisfied

Student involvement in the learning process too low. (Need more discussion group work.) Students aren't encouraged or inclined to discuss the purposes of assignments, lectures, etc., nor to criticize poor teaching methods. The only feedback many instructors get are the final evaluation forms. I consider this to be too little, too late.

Faculty: ______________, whom I sought for counselling on the prequisites for a directed readings course was disappointing. Upon learning that I wasn't an honors student-and without knowing what my goals or interests concerning the course-dismissed me, stating that anyone who would direct the readings would have to be a "sucker". I was disappointed not at his frankness, but at his lack of interest in me or my concerns.

For the most part, satisfied. Get statistical abstracts of other states! No one has any, and kansas is not the only state in the U.S.! Let us pick our own advisors. Potential English majors don't like HDFL advisers. Enrollment process-Better now than it used to be. Get rid of greeks' influence and bars. Why are so many so shallow? Oh, well, it's not your fault. Prices are not very competitive.

Enrollment process prior to computer -1 very dissatisfied. Qualifications of faculty for the most part -4 Satisfied.

On campus parking (my bursitis is killing me!!) 1-very dissatisfied.

# Appendix I

## Johnson County Community College
## Additional Comments by Survey Respondents

### Verbatim Responses

*Please make any additional comments upon your experiences at KU, and offer suggestions that might help the institution serve its students more effectively.*

000 You asked for my additional comments. You'll get a lot.

First of all, I have the utmost respect for JCCC. The faculty is energetic. They all seem to love what they are doing. They are ambitious. All of the faculty that I came in contact with wanted the student to stop by their office and made sure that the students knew that. I was in a career program at JCCC ( commercial art.) The instruction I received was top notch and the facilities were superior. The atmosphere of the entire campus was a very warm and friendly place. It was very easy to be friendly with the workers in the cafeteria line. Secretaries remembered who a person was. Nearly all of the clerks went out of their way to serve the students. The atmosphere gave a person the feeling that the institution was there to serve the student. The student body seemed younger than the general student body at KU, while at the same time there was some exposure to a variety of student dispositions. The students at JCCC seemed more concerned with learning than keeping up on the latest fashions. Most of the students that I came in contact with worked. The attitude of the students seemed to be, "Let's have a good time learning." The faculty seemed to be saying, "Let's have a good time teaching."

I chose to go to KU to persue a career in archetecture. I didn't have that much choice in where I would go. My first semester at KU was the spring semester. I was an aberration. I didn't fit neatly into the system that I was in. From the very start I never could be a "typical" student. The facilities at KU surprised me. I was used to JCCC. My first semester I spent long hours in Lindly Annex. Not quite up to par. 300 Strong wasn't too much better. I was suprised to find that my English teacher was himself a student. The TA for Math 102 was a grad student that may have understood the material but didn't have the faintest idea of how to share that knowledge. My archetecture studio was the only comfortable environment. I was intimadated by the vastness of the University. Moreover I was disgusted by the lack of cohesiveness. Nobody knew what anyone else was doing. I had a few friends in Lawrence so I wasn't totally lost. But after being there several years now, I am still learning about some of the services available.

I survived math 102, english 101 and my first semester. For the fall semester, my second semester, I transfered to a pre-journalism major. The transfer was no problem except that the archetecture school made no attempt to assist me in transfering. I was no longer going to be a student of theirs so they didn't care about me. Advising in the School of Archetecture was no problem. They did everything. Advising for the Liberal arts and Sciences was non existant. Who the hell was my advisor and where in the hell was he? Tough luck student, find him for yourself.

While some of the professors in the professional classes were quite good (most of the journalism faculty, the archetecture critic and some isolated profs), most of the instructors were just sort of there. My C.S. 200 teacher couldn't understand why none of the students could comprehend his notes. The entire freshman english program exists for some reason other than the education of freshmen. My math 102 prof was past his prime twenty years ago. MY T.A. even went as far as to admit that. One of the most frustrating experiences for me was a political science class I took. The instructor was evidently very knowledgeable. That he couldn't speak the King's english was beside the point. Luckily he lectured straight from the text so it wasn't necessary to understand him. Why go to class if all that you are going to do is read a book? I went anyway. Somewhere I got the notion that to be a good student you should go to all classes. That was not a trait that I learned at KU.

What was almost as frustrating to me as the unintelligible instructors was the apathetic students. At JCCC the students rushed from work to school. At KU the students rushed from the bars to other bars. Don't get me wrong, I got completely drunk every weekend, but I didn't skip class to party. The weekends were for Michelob for me and the weeks were for the books. For the majority of other students College was a big party. At JCCC I was made to feel an important member of the community. At KU I entered at the wrong time. I didn't know many students there. The students were so cliquish that it was impossible for me to blend in. I didn't go to college right out of high school with old friends. I didn't belong to a frat. I didn't live in a dorm.

I am now in the School of Journalism and quite happy with it. I consider the School to be seperate from the rest of the University. I feel sorry for students in Liberal Arts and Sciences. The J school is able to feel friendly. People care a little at least. There is minimal antagonism between departments. There is a feeling of teamwork similar to that at JCCC.

All in all I am pleased with my education. At JCCC I was able to learn something and in a comfortable environment. At KU I learned how to function in the system. I have come to the conclusion that if a person wants to learn for the sake of knowledge, go to a small school. If a person wants to learn about THE SYSTEM, go to KU. If I ever work at IBM or Bell, I will have the proper training in bureaucracy. The faculty is concerned with research, not teaching. The students are concerned with having a good time, not with learning. The liberal arts background I was able to put together at KU will allways be a blessing. I think that the best thing for me to have done would have been to go to KU first, then to JCCC in their career program. A liberal arts education is indispensible. If JCCC ever turns into a four-year institution, KU had better look out. JCCC will be far and away a better learning facility. The only purpose for going to KU rather than a four-year JCCC would be to play, or becauee, "Dad went to KU, so I will too."

KU Is a buch of snobs who are all wrapped up in their own little ego trips. KU needs desperately to pull itself together. It needs to get a cohesive freshman program. It needs to concentrate on education, not socialization. JCCC has spoiled all of the people that I know who have gone there.

001 More communication is needed between the advisors at KU and JUCO so students won't be behind when they transfer. It would be helpful to set up a meeting between students and KU advisors in the first year at JuCo.

004 I took English Composition 101 at JCCC. It was an excellent course, with plenty of individual attention from the instructor.

I took Composition and Literature 102 at KU. It was a terrible course. It was taught by a grad. student who was too busy to give the class the attention it needed. If anything, it turned me off to english classes. I understand from other students that other sections of the same course, as well as comp. + Lit. 101, are much the same. These two classes are required for graduation in any degree program, suggesting that they are important classes for all college students, yet they are the most neglectfully administered classed at the the University.

My advice to anyone headed for KU is to take the basic Comp. and Lit. classes at JCCC. I wish I'd taken them both there. I learned an awful lot in the course I did take at JCCC.

005 My rating for KU & their faculty would have been much higher if it wouldn't have been for a professor I had in my math course this semester. Although several students complained--nothing was done. A visitor was sent to watch the professor but of course the visitor saw a different person. I was very surprised that a school as good as KU would have a professor as bad as the one I had. KU does not let the students know what is going on--when to fill out loan forms (including what scholarships are available) & makes it hard on in incoming freshman in other areas. (Where things are, what to do if a problem comes up--maybe this is to be expected in a large university.) Other than these 2 areas I've been very pleased with KU & am pleased with my decision to go here.

As for JCCC I've had only pleasant experiences. The only time I've been disappointed was when a class taught by a clinical psychologist who expected too much from his class.

006 I have taken 14 hrs of math at JCCC from Inter. Algebra-AG Calc I, (4 classes all "A"s). At the present I am in Math 122 at KU with a "D" average, I may not pass it. Somewhere there's an unacceptable gap. At JCCC the instructors explained why we were doing something in math & what it was leading to. It could be understood much easier and for me better retained for test time once I understood where it was all headed. Here at KU my instructor in Math 122 doesn't give any insight as to what this stuff is for, its all abstract. I do not enjoy the the thought of possibly having to take math 122 again.

007 I have found that JCCC is a good, convenient place to take non-technical classes such as English for engineering majors like myself.

008 JCCC Is a good place to go for 1 year because you can take alot of required courses, like english, math, sciences and they are easier at JCCC because the classes are smaller. On the other hand you will find that your GPA might drop at KU because it is alot harder than at JCCC.

009 Better communication between the schools in regard to requirements of the L, A & Sciences visus the Business School's at KU. eg. (GPA, various combinations between Careers and majors, help students find clearer paths & goals)

010 Going to JCCC helped prepare me for KU. I'm glad I have those extra 6 credits going into KU.

011 I think that more classes should be able to transfer from J.C.C.C to KU.

013 I am a "reverse transfer student" I wish I would have gone to JCCC first and then transfered to K.U. instead of KU, JCCC then back to K.U.

014 I went to KSU for two years ('80-'81 and '81-'82) and went to JCCC during summer breaks. I was very pleased with the teaching and the classes at JCCC.

I have generally been pleased with KU. However, the drop-add system this semester was terrible.

Also, the bus only goes by my apartment once an hour. This is very inconvenient because I have to catch the 10 AM bus for my 11 AM class, then I am 40 minutes early for my class. I think a bus twice an hour on the Trailridge route would be better.

Class scheduling is bad sometimes, too. If I have an 8:00 AM or 8:30 AM class, I will usually sleep through it. I would like classes scheduled at 8 AM would also have a section at 10 AM or later.

I also think there should be a required "study skills" class for freshmen and transfer students.

017 Going from high school to JUCO there was not much change. JUCO was like an advanced high school. Going from JUCO to K.U. was a huge change the classes were so much harder. The best experience I gained at JUCO were in Dave Hill's drafting classes. He is a quality teacher.

019 I believe that the highschools should recommend their seniors to enroll in at least one course, during their senior year, at JUCCO. It will enable them to get a first hand experience on what a junior college is like. I believe that JUCCO is a beautiful junior college to attend. I enjoyed the atmosphere and the layout of the buildings.

020 Well trained advisors to help students plan their schedules so the student doesn't waste time and money in a class they don't need!

022 As a pre med student transferring from JCCC to KU I had no idea when I was to take the MCAT. Maybe the counselors JCCC could give future pre med students this information.

026 My stay at KU has been great. The only reason I attended JCCC was to complete freshman English.

027 Eliminate TA's at K.U. Most are worthless!

028 KU employees should not tell students to go to certain offices unless they are positive that the office will help the student. I've been sent on countless goose chases because an uninformed KU employee didn't want to admit that he didn't know the answer to my question.

Registration is more of a joke than ever before. Students now wait in line 6 hours instead of the two hours in Allen fieldhouse. I'm told this new registration is easier--but not for the students! Get registration by phone like JCCC!

I realize that job security is important to faculty, but when tenured professors become incompetent they should be fired.

JCCC is run for students, unlike KU, which is run for the administration. Example: 200 students trek to Strong Hall to deliver drop slips, rather than one campus mail employee taking them from various offices--where students go every day, and don't need to go out of their way.

032 Because most students at JCCC are living at home and KC is not a college town, JCCC lacks the social climate of KU. People just go to class and come home, without really getting involved. As for improving this, I can't really think of any way to bring about college enthusiasm at a JuCo, except, possibly, to offer activities during the day on campus, i.e., plays, films, mimes, outdoor speakers, etc., instead of mostly at night. That way perhaps students would linger longer after classes and meet people and get more involved.

036 As a non-traditional student I experienced difficulty in finding the correct information on procedures for enrollment, transfering and the structure of the curriculum.

I believe that having one office, or phone number, to contact would greatly serve to help a transfering non-traditional student.

037 I think that more resources should be devoted to informing (educating) students as to the specific responsabilities involved in career opportunities. For example, the duties of a sales manager compared to an operations or finance manager. Some of this information is discussed in particular classes, however I feel it would be advantageous to have this kind of information at the beginning of one's college career. This would allow a person to select electives more in line with career objectives & help one to decide on the direction they want to take. Perhaps a class such as "Business (organizatibn) Structure" could be offered to entering B-school students & would elaborate on job descriptions. I'm sure this would increase the number of students who would find employment they would be happy with.

041 I attended JCCC for two reasons: I wanted to find out if I could handle the academic rigor of college and financially I was unable to attend an university. The only academic preparation I received from JCCC was my

writing skills to which I give credit to the outstanding English department which JCCC had at the time. My inadequate preparation is best described by examples from the transition semester I had from JCCC to KU.

I took Calculus 122 at KU following the five-hour calculus course I had at JCCC. Both schools were using the same book. KU was three essential chapters ahead of JCCC and needless to say, I was unable to ever catch-up. That same semester, I took Organic Chemistry 624, the third chemistry course after basic chemistry, 184 & 188. I had been warned about the intensity of the class. and still I struggled. I was not only poorly prepared both conceptually and experimentally (inadequate understanding of lab techniques) but also I did not possess the appropriate study habits or skills to handle a rigorous course. My grade point average was 3.91 at JCCC. My first semester here ended up as 2.74. I was forced to revaluate my educational & career plans.

Furthermore, the advising counselors at JCCC were, in general, ignorant of academic requirements, transfers and the relationship between which academic skills one should posess and future career goals. If I had followed my counselors advice, I would have ended up at a low-prestige low-rigor institution with an unmarketable degree.

It is my opinion that JCCC's failures be in its consolations to the community that supports it. To be blunt, JCCC caters to the "housewife," the part-time student who is wanting to have "fun" while getting college credit. JCCC does not force the academic rigor of a true university upon its students, thereby hurting those who intend to use it as a solid foundation to higher education. If JCCC raises their academic standards, it will benefit its community most greatly.

042 My least favorite thing at KU is the economics department. At JCCC, the econ. techers were helpful and really cared if you learned the material. When I came to KU--Economics was one of my favorite subjects. Now, at KU, I find teachers who don't give examples during lecture and give extremely poor outside help.

I have only know of one teacher who is spoken of in the least bit of respect. Many students feel as I do. These other students are serious about school, but have an extremely hard time with this subject because of poor teaching.

043 JCCC is a very good first step for any beginning college student. I continually recommend it to high school seniors. I personally feel I was better prepared for my higher level classes at JCCC than most of my fellow students. These students had completed their freshmen at K.U.

045 The main reason I took classes at JCCC, is because I had so much difficulty in BUS 240. The quality of the teachers, the difficulty in getting help in the class, and the fact that I had never had any kind of accounting classes before in high school all accounted for the fact that I had a really hard time adjusting. I attempted BUS 240 twice before I

finally decided to try it at JCCC. I was very impressed with their textbook for the class (unlike the one used here at KU), the facility itself and the quality fo the teacher.

046 J.C.C.C. must not succumb to becoming a "housewives" college. I could not believe the difference in academic standards between JUCO and K.U. Talk about "culture shock!" JUCO gave me a weak accounting and math background, and I am now paying. While I do not blame anyone, I feel I was poorly advised. Counselors must stress math, computer science, english, and accounting and JUCO should spend more money in building better programs (especially CS, My Fortran class simply made me vulnerable to the real facts of programming K.U. assumed I knew, and didn't!)

049 It might be helpful to explain in more detail the enrollment procedure and required classes at K.U.

051 JCCC counseling services is very weak. The counsolrs need to be replace and replaced with people who know what reality is. This may sound harsah but it the truth

I was very unhappy that many of my courses at JCCC didn't transfer to KU. As a result I was penalized for have taken them at JCCC. This poor counseling that I receive has cost me another semester at KU and about $2,000.00 dollars.

JCCC does have a good faculty staff and I enjoy my years while attending there. However I was unhappy with the counseling there.

KU I hate being taught by a T/A. There is no reason at all why I should pay all this money and have a T/A to teach me something that a professor could teach me and teach me better than the T/A could. This T/A system is for the birds.

KU--Liberal Arts advising program is a joke. Half the advisors there don't even want to advise the students. The system needs a complete overhaul, then maybe freshmen, sophmores will do better in their latter years of education.

053 When I was at JCCC the Advisors were unsure if some classes would transfer to satify a requirement or only as credit hours. They felt K.U. did not keep them up to date as to their transfer policy.

056 There is a major communication problem as far as advising goes. No one said anything to me about exemptions, skipping intro courses to quiz out (like foreign language) or anything. I honestly felt JCCC advisers didn't give a darn. Of course, my experience with Paul Jess 1st semester at KU wasn't much better. Dean Leibengood saved me.

057 The aspect I found most difficult to cope with at JCCC was the atmosphere. While my high school advisers had prepared me for the "great

world of higher education," I found some "OK" classes and a lot of housewives, high school students, and many others, like myself, who were working and slowly putting that experience ahead of studying. I met several new people, but (like me) they had very rigorous schedules that rarely permitted them time to participate in the kind of free-thinking exchanges I later found so valuable at KU. Even though the lack of privacy during my 1st year at KU in a dorm was very annoying, the opportunities for spontaneous discussions were tremendous. These opportunities were even more astounding on campus as pockets of debate sprung up at virtually every possible minute. Unfortunately, these minutes for JCCC students often must be hoarded for distribution as home or work responsibilities. A solution doesn't seem apparent.

058 I think that some required courses need to be offered more than once per semester. For example, chemistry courses usually have one discussion time. I have four classes that I have to take for my Health Education/General Science degree that are offered only once and all of which happen to meet at 8:30 MWF. This makes it extremely difficult to get required courses completed. Otherwise, I am very satisfied with my education at KU.

JCCC needs to make their classes more difficult.

059 My experiences at KU have been facilitated with the help of my brother who attended here a year before I arrived. Had it not been for him the difficulty of adjusting would have been much greater.

Other than that, the only scholastic difference was the greater amount of independent work done outside the class.

I found social adjustment to come quite easily.

061 The only additional comment is when I went to J.C.C.C, I lived at home, but now I live in an apartment & miss having a dog and my parents & my car. Especially my car.

All in all I believe high school grads should maybe attend a junior college for at least a couple of semesters to solidify their academic prowess.

064 If JCCC would require its students to write more papers and take longer tests with essay portions (not just multiple choice) it would make a big difference in the student's preparation for courses at KU. In addition, JCCC doesn't require nearly the amount of reading that is required at KU. Generally speaking, JCCC are much easier than courses here at KU.

I would like to sight a few exceptions, Roger Traver was an excellent teacher at JCCC—Fortran (Gentry) and Studies in the Novel are two classes that are on the same level of work required at KU.

065 The area I had the most difficulty with from transfering was having the required background for my classes. For example, in accounting at KU the

professor expects you to have learned basic procedures in previous classes, but I hadn't been exposed to some of them. Therefore, I found myself at a disadvantage.

When thinking back, I think I would have been smarter to have stayed at JCCC for another year instead of transfering after my freshman year so that I could have finished my general requirements before transferring.

I really enjoyed my experiences at JCCC, but at the same time felt I was missing out on alot, which is why I transferred. JCCC has no social life and nothing to make the students feel they have anything in common. I think a football team or other types of Student Activities would benefit JCCC.

068 I feel that it is important for students who attend a somewhat "unchallenging' high school, to start with a junior college. This type of high school doesn't properly prepare students for college. Going straight to a university can be overwhelming. A junior college "breaks a student in" to higher education.

A suggestion for smoother transition: JCCC's foreign language program needs to be more in line with KU's. When I transfered, I was completely lost in 3rd semester Spanish, which forced me to change languages. Several students in the same situation have told me they had extreme difficulty in continuing languages. I feel that part of this is also due to KU's accelerated language program; there's a definite need for change from both schools.

I realize financial aid is tight, but the "supposed" possible parental aid is weighed too heavily in the decision for granting aid. Many parents won't, or as in my case, can't help. Please pay attention to this factor; it has mean't no education to several students.

069 Felt that classes at KU are much tougher than at JCCC.

070 JCCC is excellent institution (right now) for those who are undecided as to what career they plan to choose, or for those who must work full time and feel the need to continue their educational studies. The only drawback I saw at JCCC is the lack of social activities and the general lackidasicle, apathetic attitude of alot of the students.

071 At JCCC remind students intending to transfer to K.U. which courses will be most helpful to prepare them, math, english & computer sciences.

At K.U. make sure advisors are up to date on specific requirements for their advisees.

072 When I attended JCCC, I was a student there and not just a number. At KU I didn't even know my teachers' names and many of them didn't know mine. I enjoy the smaller college because I get the attention I need from my instructors. The instructors at JCCC took the time to help you out or

talk to you if you wanted to. I didn't get the same helpfulness of the instructors at KU. I thoroughly enjoyed JCCC, and I am going back next semester. (Spring '84)

073 Add more windows in the Art/Design or better yet, install a better ventilation system.

074 One small mention of transfering credits—have the classes at Juco with the same titles as KU or vice versa.

075 I would very much like to help the transferring students in any way possible. Please let me know when orientation begins for transfer students and what I can do to help.

078 The instructors at JCCC were more interested in teaching and consequently seemed to be better able to teach in a clear, organized and thought-out manner. I also feel that JCCC transfer students are discriminated in KU enrollment procedure. I was told that enrollment time was determined by a student's ID. number, and since transfer students, as juniors have higher I.D. # than students who began at KU as freshmen, transfer students do not get priority enrollment as juniors. I also feel the classes at JCCC were more challenging and also more difficult. It surprises me how little is expected of students in upper division classes at KU compared to lower division classes at JCCC.

079 Advising at both schools could be more efficient—at both places, the counselors didn't seem quite sure of what transferred and what didn't—at KU I wasn't informed of classes I should've taken this fall, resulting in my being behind in requirements (maybe keeping me another year for my Illustration degree)

084 My only suggestion would be to not allow English courses available for transfer to KU. The classes at JCCC do not prepare one for the English courses at KU. The classes at kU are more difficult and frustrating if one takes their basic English courses at JCCC and then try to take upper class English courses at KU.

086 Great teachers at JUCO.

088 I feel that the KU School of Business is very disorganized and as a double major cannot decide on my requirements for graduation. I am told a one thing one semester and then another the next semester regarding transfered hours or fullfillment of upper level hours. The staff in the School of Business is also very uncooperative in settling these descrepencies. For these reasons above I would not enter the School of Business again or recommend any one else to do so. I was satisfied with the KU School of Engineering for not being wishy washy as to my transferring of hours and the quality of instruction.

091 I feel I had a very positive experience at JCCC. Its math, science and English courses correspond very closely with KU's. The staff and instructors are eager to help the student, and much more accessible.

093 I enjoyed the smaller classes at JCCC yet love the big lecture classes here at KU. Although at JCCC there is more of a one-to-one teacher/student program, KU has set up T.A.'s and help rooms to accommodate. Have it be known to any transfer students what exactly will transfer and have it in writing. I ran into a few problems there. I enjoyed JCCC but really love KU and am glad to help you in your research. Please feel free to contact me for further assistance.

095 I think JCCC helped me tremendously for the adjustment of college classes. Professors at K.U. seem to put down comp. I & II at JCCC, but I took them out there and learned more from my 2 teachers there than I have at K.U. I am taking an english course this semester and the Prof. compares nothing to my JCCC teachers. I hope K.U. will always allow courses from JCCC to transfer.

096 The transition of the JCCC student to KU could be better made if more guidance could be found early in the students education. A cooperative effort by both JCCC and KU could enhance the students educational experience.

098 It would be very helpful to have a counseling system at KU similar to that of JCCC. Many students I know, including myself have no one to really talk to if we have a problem other than school. Even schooling problems, some of us do not know who to turn to.

A cafeteria for students similar to JCCC would be nice where you could obtain a nutritious, hot meal at school for a low price.

It was difficult to give a good evaluation on this form considering I have only begun at KU. Much confusion about the school exists. I felt the same way when I first entered JCCC but to a lesser degree because again of counseling. Hopefully, I might have another chance to ventilate feelings about KUMC once I have settled into it more. Still, at this point many of my answers fell under a neutral opinion.

One last thing. Beginning nursing students have a terrible schedule for our first semester. The classes are picked for us at times very far apart. This leaves a lot of time for those of us that live too far to return home & must spend the day sitting at the Med Cntr waiting for your next class.

099 I am a sculpture major in bronze casting. KU has possibly the finest instructor available in Mr. Elden Tefft. I commute twice weekly from KC to Lawrence for the privledge to study under this man.

Part of my casting experience could be obtained at JCCC if those persons responsible for procuring the proper equipment to complete Ron Hicks' foundry would finish the job. This completion has not been months in the waiting; it has been years. I am not alone in my frustration. You all need a raise. Raised off your asses and put to work!

100 J.C.C.C was a very good Jr. college, but I believe there needs to be more emphisis on study skills, career choice/planning, and preparation for transfer to universities.

101 This survey is too subjective. Majority of the questions vary for each course. At each institution I had good & bad courses, good & poor instruction. I don't think you can assume a general view, or a part to a whole here.

Also, my first semester at K.U. From transferring from JUCO was alot different than my very first semester at K.U. Many of the questions I answered in Part 1 would be alot different if I answered then for the earlier time period.

But, looking back during the transition from Juco to K.U, I could say that JuCo was fairly good preperation for K.U.

One reoccurring problem I had at JuCo was trying to find someone who was well informed & willing to assist in counseling & advising (classes, career oriented.)

The main problem I've had at K.U. has been the library & trouble finding information; it has been more than once that a book has not been found, by me or the librarian . . . . poor coordination between the different libraries. I also feel that some of the departments at K.U. could plan their course offerings better. Ex. in one area of geography, all courses interrelating are offered at the same times, or else 1 or 2 semesters will be skipped until a course is offered again.

102 I wish JCCC had been a 4 year University when I attended, I would have liked to have finished my education there. My only complaint about JCCC is that the EMC is seriously lacking in books of all kinds. I feel they could use 3-4 times the titles currently available.

KU should quit expanding enrollment untill they can expand the faculty. I was extremely dissatisifed with large auditorium classes and classes taught by student teaching assistants my first semester. Awful. I had to take ECON 104 because Ku wouldn't accept my Intro to ECON from JCCC, & I learned 3 times more in the JCCC class. 104 is a joke.

103 Going to KU from JCCC, KU's nursing courses seem very unorganized compared to the courses I took at JCCC.

104 I am in the Pharmacy school now up at KU. I would suggest that before starting out at the big schools try the smaller ones first.

Go to PSU, ESU or JCCC first, until KU won't accept credits—
↖ ↗
from
if thats where you have to finish up your major at. (KU).

105 JCCC could possibly help students realize they are not in an extended high school as the atmosphere would convey. I did considerably better grade-wise after attending a 4-yr. institution and finally figuring out that homework isn't a double four-letter word--but is serious business. The original attitude of, "What's Homework?" probably comes from North West where I attended high school but with so many people attending JCCC just for the fun of learning, its easy to think that a 'C' is enough to cut the cake. Serious degree seeking students should be warned of the importance of the G.P.A..

106 JCCC's enrollment process by phone has spoiled me and I become very impatient with KU's.

107 I thoroughly enjoyed my semesters at J.C.C.C. However, if there is some way to better prepare the student for a more difficult academic life at the University, I'm all for it. It was a difficult adjustment knowing one has to work three times as hard to get an "A" at the university.

For K.U. I suggest all personnel be required to know what is going on during enrollment. Reading the catalogue for a first time student doesn't always sink in. I was completely amazed at the personnel and advisors & staff & instructors who did not know basic enrollment procedures. They must be asked these questions 50 times--one would think they would take the trouble to learn--my first semester enrolling I passed through 5 different counselors & not one of them informed me of a special card that I needed.

108 While I feel that the University of Kansas offers the best level of higher education in the state, Johnson County Community College offers its students an excellent start in college education and a fine group of counselors for help in academic and career planning.

109 Overall, the transition was not real troublesome. I enjoyed JCCC, and so far hold the same beliefs for KU. I generally am satisfied with the academic credential capabilities of both institutions. Thank you.

110 If JCCC could somehow coordinate their classes with KU--to make the substance of courses such as physiology more applicable to the needs of the nursing physiology course etc. it would be helpful.

Some of the instructors at JCCC made it very easy to pass courses--sometimes excluding very important material to give us a break--later at KU we learned that we really needed that information and wished it hadn't been discarded.

111 I feel JCCC should broaden its language program. Languages are so important in today's world. Americans tend to think they need no language education, but that is an archaic view. I think all junior colleges should go on a propaganda campaign to beter their reputations as institutions of higher learning.

The University of Kansas, with such a reputable standard of varied and stimulating courses should provide for the student a better means of being advised. Apathetic professors are not the answer to the question of a good, challenging college curriculum. As a political science major, I am still interested in taking an occasional business course. The business courses are out of the realm of any anathematical human being. Why can't there be some courses offered that would provide a general education without delving into the inner depths of a subject? I am interested in investing my money and learning more about business in general, but not inventory turnover and cash disbursements. I know I have to learn some of the jargon and trivia, but come on, why can't I learn for learnings sake? Everything is too future oriented, too career oriented.

This pamphlet is a great idea!

112 KU -- counselling service at the Med Center for students
Less team teaching.
Book selections very poor.
Decrease huge amounts of memorizing; encourage understanding.
Don't use computer as substitute for teaching.
Greater objectivity on part of clinical instructors.
Clinical instructors need to be trained in good teaching techniques. (Johnson County CC has teachers who almost all employ excllent teaching methods, and take an individualized interest in students. KU could care less.
Bookstore could repurchase books, and give students same courtesy that Junior Colleges do.
Closest Parking facilities should be provided nearby for all wealthy or not.
Former tests should be available to all regardless of financial standing.
More time should be spent on clinical actual learning experience, and patient care. Less time frantically wasted on memorizing, and forgetting.

Nursing pharmacology and physiology should be taught by nursing instructors who care about nursing students rather than being taught by medical instructors who ridicule, and could care less about what happens to nursing students.

Tutorial services for minority students should be made availalbe, & for those c̄ special handicaps.

Correspondence from KU re: transcripts is worded in a threatening impersonal way. That could easily be straightened out.

JCCC highly individualizes, makes it extremely outstanding. I've seen it in many students not just myself.

KU needs help I hope you will apply the suggestions you get.

113 K.U. administrative faculty give you the run around, few take the time to find out the exact answer to your question, they send you from office to office. At J.C.C.C. they give you an answer without sending you all over campus to see half a dozen people. KU's staff seems to feel they are there for purposes other than those related to helping serve the student.

114 I went to a small, all girl catholic high school (500 stduents enrolled). Going from a small, tiny high school to a large, impersonal university was a frightening adjustment for me. I went to KU for 3 semesters; (flunked a few classes broke up w/a long time boyfriend, and went through sorority rush w/general recommendations & a few legacies & failed to be accepted in rush). Teachers at KU are of superior intelligence & qualifications, (but not to be their fault) don't have time to spend helping students like me who are slow learners. I left KU on probation in the School of Fine Arts & went to JCCC got a 3.5 GPA, was on the dean's honor roll & earned a A. of A. degree.

115 Did not attend long enough to ask for any changes.

116 I feel that I received a very good education at JCCC.

117 I've heard rumors that JCCC will become a 4 yr. institution and come under KU. If so--its an excellent idea.

118 JCC--lib needs longer hours open
Ku--more eve classes

119 Going to a university is a big transition. You meet people from all walks of life. It is a very good experience.

However, I was not adequately prepared in my decision for a career choice. That has put me behind a couple of semesters.

Living in the dorm can be fun but I couldn't continue living there as I donated too much time for socializing. Also the food is terrible. However, I appreciate my experience of "living" w/that many people. I feel it was essential for my first year at KU. I recommend living in a dorm for any freshman or transfer student.

120 JCCC was a wonderful experience for preparing me for KU. It was a good middle-stage school before attending KU. The individual help at JCCC was excellent, and he opportunities of getting as much individual help as needed was much better than at KU. It also seemed that JCCC had more facilities for to provide for he students (ex.--computers, black boards, audio-visual services) The dorm food at KU I also believe could be greatly improved. I lived in Oliver Hall. The JCCC cafeteria food was far superior. The diversity of students, however, is much greater, at KU, and the opportunities to discuss opinions of academic beliefs is also much better at KU. JCCC practically had no extra-curricular social life and there was very little opportunity to meet other students. I saw very little enthusiasm or support for the school from the students at JCCC.

121 Proximity of JCCC to where I live made it easy for me to complete any prereq. needed for K.U. I was mostly impressed c̄ facilities at JCCC Also impressed c̄ ease of transfer - not a lot of red tape

122 The short time I was at JCCC was very helpful for me. I was able to experience college courses without the rigor required at K.U., yet I learned something too. By attending J.C.C.C., I was able to prove to myself that I was going to do O.K. in college, whereas if I would have gone straight to K.U. after being out of high school so long, I probably would have quit. J.C.C.C. was a perfect step in my transition stage between high school and college.

123 JCCC needs to inform their councelors on suggesting courses that fulfill K.U. requirements overall, JCCC is a very good school.

124 My only bad experience at KU was my first semester durring enrollment, when we still had to go to Allen Field House and pull cards. That was a real hassle. The computer enrollment has been much faster and easier, although add - drop still takes a long time. KU's classes seem tougher than at JCCC. I have to work hard to get a "B" in a class at K.U. That I could reletively easily get an "A or B" in at JCCC.

125 I think the advisers at K.U. should know what they're talking about. I ended up being self-advised because every time I talked to someone I was told something different. I got very tired of hasseling with the advisers. I don't think it is fair for the students to have to go an extra semester or two because their adviser mis-informed them on the classes they had to have or didn't have to have. I know a lot of people that took a class or two that didn't need it or want it and went another semester to take a class they needed but was not told they needed it.

126 The facilities at JCCC are far more advanced than those of the KU Regents Center. It also seems that the faculty at the Regents Center does not want to be there.

127 I'm having a hard time getting my transcript evaluated. I know 57 credit hrs. transferred, but which exact ones?

I was also surprised to have a T.A. for my calculus course. Do they have teaching skills? What happened to professors?

128 I found that JCCC's math department lacked in many categories. The math department didn't prepare me for math 250 at all. K.U.'s Math 121, & 122 covers 3 chapters beyond JCCC's Calc 1 & 2. So I had to cover those 3 chapters on my own.

JCCC also needs a physics course equivalent to KU's Phex 313.

129 JCCC should get their "stuff" together in the administration office!

138 and 154 appear to
be the same respondent.

130 JCCC was a good preparation for KU. My GPA is higher at KU than JCCC. JCCC really needs all of its classes to be run similiar to KU's. In otherwords, toughen up on the Communications classes, provide a syllabus and stick to it, give harder test ect. (Especially in Calculus, Physics, Chemistry.) Certain teachers give good hard test but a few don't and they need to. There are a few at KU who give easy test too, but it is better to be prepared for the instructors who don't give easy tests.

131 I wasn't aware of the course descriptions for some of the classes I took at J.CCC. I did have some trouble w/the math course I took. That is probably because I hadn't checked it out agst. K.U. rqmts. Because I didn't plan on transfering to K.U. I dislike the Engl. dept. at KU. I don't know if that is because I wasn't prepared after my class at J.CCC. or just the system at K.U.

132 I feel that KU's math department is very poor, because of its disorganization and its instructors. Many instructors do not come to class prepared.

133 My experiences at JCCC have all been great. I would advise every new freshmen to attend JCCC first, & then a university their second year.

I feel that Jucco had excellent teachers, & I have never had a problem getting my classes (basic requirement classes) transfered to KU. I was very surprised when all of my hours - except two - transfered.

Advising at JCCC was good also - they did everything possible to make sure I took JCCC classes that were equivalnt to KU.

134 I must say that my enrollment at KU was a disappointment considering that out of 62 credit hours only 44 were accepted. This, and the attitude that such classes aren't academic and relavant (Constitutional Case Law & Criminal Law, for example) are the main reasons I am transferring to Wichita State University in the coming spring semester. Why classes as those listed as above aren't transferable for a political science degree is ridiculous. As for being academically defecient my Criminal Law class was taught by the Johnson County District Attorney (assistant) and was one of the toughest (& most enjoyable) I've ever taken. I think in the future KU should reassess their procedures for advising and acceptance of credits.

135 JCCC was much easier than KU, but KU needs much better advisors--they don't know anything about transfers--I've had 4 different advisors at KU--3 in Engineering--the discriminate against the fairer gender.

136 I wish JCCC was a 4 yr college. I wish KU offered non-credit courses like typing as JCCC does.

137 I was a self directed student until enrolled at KUMC.

138 I attended JCCC for one semester taking only one class because one of the two schools I was applying to required another 4 hrs of physiology. KU did not and this is where I was accepted.

139 From my experience at the University of Kansas, I have come to the conclusion that the advising we students receive is an almost worthless effort. When I came up for summer orientation in the summer of 1982, I came with a positive attitude and high expectations from the school. I then returned in the fall to receive some of the worst grades of my life. School had always been an easy task for me and when my grades came I was very disappointed. My disappointment was more on the terrible advising I had received more so than my inability to understand my classes and successfully do my homework. Yet, I gave the advising department another chance and once again they failed to give me the advise I needed. Obviously, by looking at my high school transcript, one could easily see I had not been properly prepared to Chemistry 184 and Physics 211. The reasons for my lack of preparation came again from the poor advising I received in high school. I believe the only way to solve this problem in advising is to review each student as an individual instead of generalizing the classes to be taken by all students. I would much rather have spent another semester or two taking preparation courses and understanding the course to better prepare myself for the required courses. I feel this is an important part of a college career and should not be taken as lightly as it is. I've almost given up on taking advise from counselors and instead of using the advise of other students and my own interpretation. If the advisors are incapable of proper advising, the jobs they hold should be taken from them and given to people who are able to give proper advise. The best advice I have received from the School of Engineering was given by Rebecca Hines who is not even in one of the highest positions. With more understanding people like her, students will receive the advice they need.

140 JCCC - very student oriented, teachers were well educated and most are enthusiastic about their field.

KUMC has little connection with the KU campus—no feeling of being a part of KU.

Nursing school grading, test writing is too subjective, doesn't follow objectives. The time and paper work requirements are excessive, frustrating, and often necessitate less than optimum levels of work to get everything done. Individual departments do not have standardized requirements. Lecturers in other areas (who lecture such classes as pathology, pharmacology, or physiology) are often disinterested, of poor quality, inaccesible, and not flexible. Grades are sometimes manipulated at the end of the semester, leaving the student uncertain as to standing for the duration of time in the class.

141 I like the fact that my teachers provide me with all the info. that I'll need during the semester. i.e. a complete syllabus, and how to get a hold of them on certain days. All of my instructors at K.U. do that, but not all did at JCCC.

142 I'm not sure I'm the average transfer student. I'm attending the Regent Ctr for, hopefully, all my KU work.

My transfer was a disaster in terms of credits! JCCC advisors could be more helpful & students should see KU advisors early in college to plan ahead. Although they usually won't tell you about how credits will transfer until they are completed—when it's too late!

The Regents Ctr is great for those with families like myself. But class selection is marginal.

144 KU's registration system leaves a lot to be desired. It would be ideal if students could complete all steps in one day rather than taking 2-3 days to complete all steps.

Many universities label all buildings by placing signs on lawns in front of them. KU could save some confusion by doing so.

P.S. I love the no-traffic on campus (daytime) policy at KU!

145 Basic courses (English, Psych., Humanities) at JCCC were comparable to KU & were satisfactory in preparing for KU courses. But science courses are too lax at JCCC, especially in the area of lab. The things I learned & applied in JCCC labs were nowhere near what KU expects & teaches. I do not feel that JCCC adequately prepared me for upper level science courses at KU.

146 JCCC was great!

147 I feel that JCCC needs to prepare students who are going to be attending a university for the college setting. I had no difficulty at JCCC, but found my study habits and note taking were not sufficient for KU.

148 At KU I find that getting the classes I need and the ones that are open when enrolling are entirely different. To graduate on time I must have certain classes which I'm scared will be closed like last time. The add/drop situation is far below JCCC. Probably because of the number of students. However, I don't enjoy standing in the rain for hours for a number. I enjoy the KU newspaper--(JCCC has far to go). The classes aren't any harder than JCCC. In some cases they're easier. It was easier at JCCC to find fulltime instructors. But the parttime instructors neither had offices or office hours. I've enjoyed my college experiences at both institutions.

149 JCCC sent grades & credits but KU was very slow evaluating them. Even after being accepted my level classification has not been changed after both summers.

Many advisors do not know what's going on. I was given a world history professor as an advisor just because I am in Honors. But he did not advise me correctly for c.s.

150 I think JCCC is a very useful, almost necessary stepping stone from high school to a university. Exept it didn't prepare me as well for KU, as I had hoped it would. My high school, SMNW, at my time of graduation did little to prepare me for college. I think the instructors at Juco could make the courses more difficult, and impose some rigorous demands necessary for the courses here that have 2 tests and a final, and that is your grade.

Not everyone has the priveledge of having a Juco in their area. (Such as Wichita) I think it could be a little tougher!

151 Enrollment at KU was very confusing at first. I think they should be more explicate in the manual as to how you are to go about enrolling on KU. They assume you know where halls are & what step in the enrollment process you are in.

In working towards your degree, Liberal Arts & Sciences was fairly well explanatory, but as for entering a school, the requirements are hazy & confusing.

152 While my personal experiences at J.CCC were very positive, there was an indication during my last two semesters to eliminate nude models in the drawing classes. I feel this would be a mistake as drawing from the nude is so necessary to prepare the students for classes at K.U. and to be on the same level of competence with students who attend K.U. from the start of their college careers. I also feel that the design theory classes should be geared as much toward the fine arts student as they now are toward the commercial art student--more emphasis put on application of theory and less on the technical aspects of using materials and tools.

153 I was very pleased with JCCC.

I like KU much better now. I am upset that hours I tried to transfer got cancelled out and added to my graduation requirements. I realize that if I repeated courses I had taken earlier at KU, I shouldn't receive credit for both courses. However, I think I should receive graduation credit for one or the other. I feel that I am being punished for taking the responsibility to improve my grades and knowledge of a subject.

154 I only attended JCCC for one semester taking one class because one of the two schools I was applying to requested another four hours of physiology. KU did not and KU is where I eventually went to school.

155 J.C.C.C. was just not the best choice for Arch. students but the art background is helpful.

156 JCCC's Play Care Center was fantastic.

157 I attended KU my freshman year planning on going 4 years at K.U. Due to ankle surgery, I had to stay in O.P. for theraphy. I then worked full time & attended JCCC full time. I enjoyed my time at JCCC scholastically--socially there was nothing for me since I attended night

school. This was the main thing I missed from K.U. Now, back at K.U. I feel liked I wasted a half a year of my life: 2 semesters of accounting at JCCC equals 1 at K.U., 2 semester of Economcis at JCCC equals 1 at K.U., 1 semester of Business Law equals 1 semester at K.U. if I take an upper level Law. It is frustrating. JCCC teachers were all great, helpful & knowledgeable. Here at K.U. I have 2 foreigh teachers. One great, the other terrible! In an important class such as statistics one should be able to understand their teacher. This is the one thing that I am really, really mad about!

158 Students attending JCCC for the first time should be given lists of the credits which will transfer to area universities -- whether or not they are planning to go on. -- JCCC & KU might align more of their courses so that more will transfer.

Both colleges could inform students about preparations and procedures for certain things-- many of us do not know when, why, how to transfer schools or universities.

KU could monitor their classes being taught by TA's -- to insure that the students are learning what they should be learning.

Again on transfer hours -- After losing some hours in the transfer to KU (which I accepted gracefully) I found that one business course (B602) I took cancelled out 2 hours of (A) credit from JCCC--I was not informed that it would have been wiser to take a 3 hr, more personalized and convenient course at JCCC than to take the 4 hour case (which I received a B in) at KU. -- Therefore I now have taken 7 hours worth of Law and am credited for 5 -- where I could have taken 6 hrs and been credited with 6 -- makes no sense!

159 I belong to that group of students who both work full-time and commute to the campus. JCCC was better suited to the special needs of a student in my situation. Attending the University of Kansas turned out to be more time-consuming and difficult than I imagined. However, most instructors were quite helpful when told of my special circumstances, and this assistance has made my educational experience at the university more satisfactory.

As a student in electrical engineering at K.U. I found my technical background (mathematics, physics, etc.) from J.C.C.C. to be less substantial than that of those students whose background was molded entirely at the University of Kansas.

160 The adivors in the microbiology department only are interested in completing micro requirements. I wasted over 13 credit hours because of being ill advised. There also needs to be definite answers to the

question of what courses will transfer to KU from JCCC as in what category these courses fall. There is a difference. ie Physical anthropology at JCCC is a humanities while at KU it is a natural science. There are many other problems and there is a need at least in a micro major for someone who is able to advise a transfer student about all the requirements that must be met.

161 1. It would be advantageous to both schools to communicate effectively, (i.e. requirements).

2. Junior Colleges do not prepare students academically or mentally for coping with large universities.

162 I liked JCCC very much because of the variety of students — the older people who already were working and came back to school to further their education. They really wanted to learn and weren't so caught up in social activities like the students at KU who act like they are here to get drunk, go to parties, dress alike, and go to football games.

At JCCC a person can go to classes and then return to the real world in KC instead of being surrounded by immature students all year long.

The teachers at JCCC are more personal and act like they care about your understanding of the courses. The only problem JCCC is not a four year college and has limited course offerings. I'd like to see it a 4-yr college.

163 I am an R.N. (for 20 yrs.) in the BSN completion program. My only suggestion to K.U. School of nursing is that they spend too much time on care plans (which are great in theory & used very little in most hospital experience) and not enough time teaching adn correlating that teaching with experience on the floors. Otherwise I'm very pleased with the program! Excellent staff! Thanks.

164 JCCC is a cakewalk compared to KU. JCCC should re-examine just what their classes do for the students. No homework in any class can bring out the worst in study habits. Any student that graduates from JCCC is second-rate compared to any student that graduates from KU with a similar degree and g.p.a. Mandatory homework is a good place to start.

165 I feel JCCC was a great experience. It was good to go to because of the transition between high school and college. It helped me adjust to college life and courses. I really enjoyed JCCC.

There is a difference between KU & JCCC. KU is much more difficult, and it needs much more effort on one's part. I'm still trying to get adjusted to its difficultity and help myself learn time management and the amount of effort I need to put into my studing.

166 At JCCC I only took a 5 hour microbiology course due to personal interest. However, I very much enjoyed it and felt that I learned a great deal.

167 Why don't grade points transfer from JCCC to KU?

I feel this unfair. Students work for A's at JCCC just as hard as at K.U.

168 Be sure students understand and know which courses transfer to the four year college they plan to attend.

169 I attended KU 2 years (65-67) then JCCC intermittently, then back to KU 2 years.

170 Drop Mickey Mouse LA & S requirements (BA/BGS) & concentrate LA & S toward a background of CS & BUS courses for all students!

171 I enjoyed my education at JCCC very much. The faculty was superior! I was very convenient to attend JCCC since I am employed at work 30-35 hours per week.

I feel the step from JCCC is a difficult change because of KU's size. I very much feel like a number not a person, but this is something I will overcome. JCCC was a perfect size for me. I very much enjoyed being in the smaller classes and person to person contact. I would encourage anyone to attend JCCC his first two years of college! It's a beneficial experience. The faculty at K.U. is very good also. I have not become completely comfortable with the University yet, but I have no doubt I will come to enjoy and admire K.U.

172 A better enrollment process @ K.U. I think K.U. should have more freshman activities so students could get to know one another better. Such as all freshman parties.

173 I wish K.U. would have accepted more of my credits from JCCC. 30 hours of Paralegal classes were lost.

I would like the Art School i.e., Design Dept. to get their act together. Requirements are always changing. They are entirely too inflexible in what they require for classes. Many of the 5 year programs either should be intensified or reduced to 4 years. The first year is a total waste of time. Some of the hours should to toward a masters degree like in the School of education.

174 The counselling department poorly advised me as to the School I should attend at KU. Due to this misadvisement I need to take course that I could have taken more easily at JCCC. I will be in college MUCH longer than is necessary in order to obtain my degree & continue with my career goals.

THANKS! JCCC Counselling Staff!

175 As I was planning to attend KU, Juco was very convenient in helping me catch up hours in summer and live at home. I took technical classes at KU and free electives at Juco. Juco also helped many people in High School get their English requirements out of the way. This was not because the Juco English classes were easy (they were very good, and I

had excellent teachers), but because college Freshmen English, and especially KU, are flunk-out disaster classes. As an A student, I did not feel KU English would be fair. The Juco English classes were small and personal, and I learned a great deal.

176 I commute from Overland Park, KS to KU daily. This is difficult, but I feel I can better use my study time at home. I would suggest that carpool exchange cards be made more comprehensive (ex. smoker/nonsmoker, type of music preferred, favourite highway speed, type of vehicle to be used, etc.)

I still do not know what my departmental advisor looks like. He has been out of town both times I have registered. It is very hard to get adequate information when this happens. A modest counseling centre such as that at JCCC would be helpful for info. on courses, degree requirements, transfer info, etc. (in Strong Hall they always send me back to the first office I tried.)

Most importantly, we transfer students are just as confused as any freshman from New Zealand. Any assimilation activities such as tours, meetings with other new students, others from a familiar corner of the earth, etc. would be extremely helpful. We are nothing but freshmen with lots of credit hours under our belts.

177 KU→ Being a Journalism Student and a commuter is very hard. Having to cover stories at any time the instructor tells you to is difficult because there's no place for you to relax & wait while you study. Also, there is no telephone available for commuting J students. Instead, I have to pay a quarter everytime I need to call a source.

178 I began my college studies at age 41. Because JCCC's programming allowed me to take courses at my own pace, I was able to build self-confidence and then continue studying at a high level. For this reason, I hope that entrance exams will never become part of their requirements. JCCC's teachers are wonderful educators.

This is my first semester at KU & am experienc'g "rotating teaching." I've had 7 instructors in physiology & 3 in pathology. It's ridiculous. Also, it seems that if one has a PhD, one can teach. I doubt if any of my instructors have any training in education. Other than this adjustment, I'm very proud to be at KU. I'm fulfilling a dream.

179 The professors at JCCC did not prepare the students well enogh for K.U. or any other university because they didn't seem to expect much from the students or demand much.

180 K.U.--enrollment is very chaotic. It needs to be organized in a better manner.

181 There has been a lot of criticism about the level of English education that students get at the community college level, and as to whether it should be transferable. My English experience at JCCC was a fantastic one. I was taught by a teacher with a doctorate and was able to get lots

of help. Many people at K.U. say they have real problems here with English because the "graduate assistants" that teach many of the lower level courses are unwilling to help. I never had that experience at JCCC.

182 My dissatisfaction with counciling/advising at KU is mainly with the College of LAS. Since changing to the School of Journalism, I am more than happy with advising.

The only other major complaint I have with KU is that, mainly because of money problems, classes are hard to enroll in at times, and others are cancelled. I felt unprepared for MTH 122, which has replaced MTH 117, because I had not taken MTH 121. Being forced to take courses that a student is not prepared for only causes problems for the student & the faculty.

In general, I feel that JCCC adequately prepared me for K.U. The degree of difficulty is higher at KU, but most of the instructors at JCCC readily acknowledge this and prepare students who are planning to transfer to KU by at least letting them know this.

183 Both institutions are excellent. JCCC does tend to have more qualified faculty, but they don't demand alot from the students. The atmosphere is just like a big high school and not of a college. That is the only aspect of J.CCC I didn't like.

184 The main complaint I have with JCCC is the lack of social activities. Both schools have problems with the enrollment proccess, K.U. more so than JCCC because of the size of student body. It's bearable. KU has a pretty lousey counselling system if you could call it that at all.

Overall College is College and both are very good. I feel it's the student (excluding those with financial difficulties) who is at fault if they fail & his/her success if they achieve their desired goal.

185 Work more w/JCCC for they appear to be a very good jr. college. A good "stepping stone" into KU.

186 I would like to suggest that fewer social studies and humanities classes be required for B.G.S.

I would like the disecting labs to be open for premed students.

I would like a wider varriety of couses offered at JCCC to transfer to K.U. This is why I failed to take further courses at JCCC. These other course are also not offered at K.U.

187 I was extremely happy with JCCC. I became close to several instructors and really enjoyed the atmosphere. I wish more classes tranfered though. (Six hours of econ. at JCCC equals 3 hours at KU - Introductory level) I don't feel there is any difference in the quality of teachers at JCCC compared to KU. I strongly recommend anyone who asks me to attend JCCC. Great place to start!

188 I'm tired of getting grad student teacher's who can't even speak our language and dont have a clue about teaching or helping students understand. Mainly talking about B school instructors.

It cost alot of money and time to go to school and getting a degree from instructors who dont know how to teach seems worthless. Please try to get some quality teachers & instructors. It will be for the schools & students own good.

189 The JCCC mathematics and physics courses could be more difficult to prepare students for the difficulty of electrical engineering courses at KU.

190 Even though I returned to college 9 years after high school, I didn't have that much trouble adjusting. I'm motivated, have my family's support, and good study habits. I graduated from JCCC with a 4.0 gpa. However, I have had a difficult time adjusting to KU. JCCC was more like my high school environment than KU's. Adjusting to the larger classes, more impersonal atmosphere, less personal attention from faculty, etc. has all been an adjustment. Not all attending JCCC plan to transfer to a large university, but it would be very helpful to provide a seminar for those who do. Or perhaps KU could offer one in conjunction with their transfer student day (which was *very* helpful. I doubt I could have successfully completed my first enrollment process without it). It takes more study time for each credit hour at KU than it did for me at JCCC. Not knowing this ahead of time has made a hectic first semester for me. One of my biggest complaints after this first semester at KU is the computer science dept. I realise it is a fast growing dept. with many problems, but I hope some changes are in the planning. I made my worst test grade ever on my CS 200 midterm. I attribute part of my downfall to taking the test in the large, *noisy* environment of Hoch auditorium. This was something I had never encountered at JCCC!

191 The classes at JCCC could be a little more challenging, more like the ones at KU.

Adjusting to campus life is not only a reflection of the university, but also of the individual. I, personally, was psychologically ready for campus living. I had no problems adjusting. However, other people did and I think it had a lot to do with their own readiness.

241 A comment on facilities at KU: when I first arrived I was very disappointed in equipment, facilities, and the classroom physical environment. Since being here I have seen the renovation of the Library, Flint, Marvin, and additions to Malott, Summerfield, Robinson, Moore, Learned and the building of new Green Hall & the Satelite Union. All that in 5 years is very pleasing. It was very necessary that these renovations and additions were made. When I arrived here I had better facilities from grade school thru Junior College. Unfortunately, I feel my educational experience at KU was disadvantaged by the ancient facilities and equipment I faced. The work is not over yet! I do appreciate and enjoy the old archetechtual style of the buildings themselves and feel the renovations have not had a ditrimental effect. in any way to the aestectics of the university but have facilitated the full use of the buildings.

268 My biggest problem was the extra time I had after transfering to KU. At JCCC I took anywhere from 14-20 hours a semester. Also I worked about 35 hours a week. The time left to study was limited and I was forced to use it as wisely as possible. While attending KU I was unemployed. I had alot more time to study, but failed to allocate it properly, and spent less time studying at KU than I did at JCCC.

269 JCCC needs to offer more effective student social programs--I always felt as though everyone just drifted through school without really meeting anyone.

Drop/Add program at K.U.--definitely needs major revisions!

Transfer from JCCC to KU was easy for me--thanks to the terrific counseling staff JCCC employs!

270 More emphasis on hard work and very good (efficient) study habit need to be stressed. JUCO does not push the student to work hard to prepare them for a higher Education Institution. This is true also for SM high schools. They should tell students that development of good study habits is essential if a student is to excel at KU.

271 Coming from a small high school JCCC was an easier transition than KU. But I also fine that the degree of difficulty in the classes do not compare, with KU. I think the degree of difficulty should be closer.

272 The things that I really missed at JUCO were social activities with the school (i.e., partys dances etc...) and at K.U. there is plenty of that. It's not like you just go to school & go out with your friends. There is much more going on at K.U.

273 Many of the questions you have inquired about are not applicable to my experiences as a student enrolled at the Regents Center. Quite frankly,I have not been pleased with the Regents Center, however, I simply do not have the time to write about them now. A follow-up would have been better if it had been sent after the semester had ended. But should you wish to discuss these matters with me personally, I will be happy to discuss my experiences with you at a later date.

274 I have never attended class at the Lawrence campus.

All my experiences at JCCC were very positive.

I am currently trying to complete the BSN completion program. I think that the priorities of the school of nursing are 1. the doctoral program, 2 the masters program 3. the generic undergraduate program and last and least the BSN completion program.

My impressions are:

1. The BSN completion program is intellectually more difficult that its' generic counter-part.

2. That the challenge exam policies are inappropriately difficult.

3. With a few exceptions there is a lack of interest in the adult RN in the BSN completion program.

4. That credit should be given for pertinent knowledge and experience gained thru sources other theq the strictly academic environment.

5. That required classes need to be offered on a schedule compatible with adult responsibilities ie. job, family.

#5 may be the result of financial problems or budgeting at KU.

275 KU needs better evaluations for students concerning teachers at the end of the year. *A place for comments should be added at least!*

276 a) I did not understand until meeting with my KU advisor for the first time that my JCCC grades are not averaged in to my G.P.A. Had I known this, I may not have enrolled at JCCC.

b) I find that completing course work is slightly difficult because I am a "commuter." I do not have library and tutoring services, as well as faculty assistance, as readily available to me. It is difficult for me to spend much additional time on campus since I have family responsibilities and ride in a carpool.

I want to attend KU because I consider it to be the best academic facility close to me. I do wish, very much, that the Regents Center offered a more extensive program, (because of reasons stated above). In other words, I believe KU should have a "Kansas City" campus.

277 I was pleased w/ JCCC'S preparation for higher university such as K.U. K.U. also welcomed new students w/ plenty of good help.

278 I am very satisfied with my experiences at JCCC, and I plan on attending Summer Session '84 at JCCC.

279 I have never come across a more insolent, prejudging set of people like the ones at K.U. I have requested help or advice from counselors and faculty that has been sincere only to be hit with the attitudes, "I'm sick of you kids expecting us to drop everything for you and I'm not going to." and "You're an adult now you can find the answer yourself, that's you're responsibility." Both kinds of responses have come when I sought help during enrollment. I am a 30-year-old woman with two school age kids and I don't think I deserve that kind of treatment for anything. I think K.U. could take some lessons on public relations from J.C.C.C. I'm beginning to become very disolutioned with the university. I won't stay where I'll be insulted.

280 I found the faculty of JCCC extremely qualified & caring.

There is little understanding provided at KU for the older student with a family. Classes are not given at inconvenient times.

281 1. I would definitely like to see more undergraduate courses offered at the Regents Center, and

2. More daytime or early afternoon courses offered at R.C.

3. I think the J.C.C.C. facilities (classrooms) could be better utilized during the afternoon hours (from 1-5 pm). (Perhaps even teaming with K.U. to offer Junior and Senior courses.)

---

NOTE:

All my KU classes have been at the Regents Center.

282 At JCCC, the instructors were always happy to help with questions. Instructors at KU, many of whom are TAS, are more concerned with their own class schedule, than helping you many times. The discussion classes at KU are excellent--i.e., Western Civ 104 & 105. I think many classes at KU are made intentionally difficult. Many classes would be more enjoyable and students would learn more by participating rather than having a grade based *only* on test scores. Writing more papers or having a term assignment would be helpful in many of my classes. The enrollment process at KU is poor too. I think the freshmen should enroll last. By the time I get to enroll, many undergrad courses are filled that I need to complete to be a Junior when the freshmen in that class could take it as a sophomore--like me.

283 JCCC needs to make the content of their classes more consistent with KU's. Classes like Econ I & II need to be consolidated into one class like KU's Econ 140. The same advice applies to Business Law I & II as opposed to Bus 602. This would decrease the number of elective hours "wasted" at JCCC which could be used to fulfill higher level classes at KU.

KU needs to eliminate the red tape involved with enrollment especially during add/drop periods.

284 One should be very careful, when consulting advisors on, "lighter classes." I enrolled in a "lighter" science credit (Geol. 105) because it's not my major and found it extremely demanding! I would sudgest asking K.U. students witch classes they prefer.

285 I would like to see KU make some exceptions on hours that they will accept from JCCC, for instance, as a returning student. I still need to take Western Civ. for the S.W. program, but because I have already transferred as many hours as I can, I will have to go to another institution to fulfill the requirement as this class is not offered at the Regents Center and I cannot travel to Lawrence to take it.

286 As a student in the BSN completion program I would like to suggest that the RN's rotations in the clinical areas allow the RN to have more selection in the type of patients they work with. eg: Most of the BSN completion nursing students have experience in many areas which the generic student does not have. As a conquesence the BSN completion nurse is duplicating experiences they are very familiar with. Make sense? Thanks.

# Appendix II

## JCCC/KU Student Follow-Up Survey Instrument

88/89

# JCCC / KU Student Follow-Up

Dear Student:

As a former student of Johnson County Community College and a current student at the University of Kansas, you can provide us with valuable insight into the experience of moving from a community college to a large, state university.

We very much appreciate your help in answering the following questions. Your answers will help both institutions to better meet your needs and those of future students.

Please return the survey by November 18, 1983, using the enclosed business reply envelope. All responses will be kept strictly confidential.

If you have any questions or concerns, please call or write:

Barbara Paschke
Office of Institutional Research and Planning
University of Kansas
P.O. Box 2211
Lawrence, KS 66045
(913) 864-4412

or

Office of Institutional Research
Johnson County Community College
12345 College Boulevard
Overland Park, KS 66210-1299
(913) 888-8500 ext. 441

**Directions:** Students sometimes experience problems in transferring from a community college to a large university such as the University of Kansas. Please rate the degree of ease or difficulty you experienced dealing with each of the following circumstances ***during your first semester at KU*** after transferring from JCCC. Circle one response for each circumstance.

| | | **Very Difficult** | **Difficult** | **Neither Difficult Nor Easy** | **Easy** | **Very Easy** | Not Applicable |
|---|---|---|---|---|---|---|---|
| 1a. | Finding a place to live | 1 | 2 | 3 | 4 | 5 | 6 |
| b. | Keeping up with class assignments | 1 | 2 | 3 | 4 | 5 | 6 |
| c. | Keeping in touch with family and friends | 1 | 2 | 3 | 4 | 5 | 6 |
| d. | Finding necessary university services | 1 | 2 | 3 | 4 | 5 | 6 |
| e. | Getting the classes you needed or wanted to take | 1 | 2 | 3 | 4 | 5 | 6 |
| f. | Making new friends | 1 | 2 | 3 | 4 | 5 | 6 |
| g. | Understanding professors' lectures | 1 | 2 | 3 | 4 | 5 | 6 |
| h. | Not having necessary study skills | 1 | 2 | 3 | 4 | 5 | 6 |
| i. | Adapting to change in social climate | 1 | 2 | 3 | 4 | 5 | 6 |
| j. | Finding a job to help with expenses | 1 | 2 | 3 | 4 | 5 | 6 |
| k. | Getting good academic advising | 1 | 2 | 3 | 4 | 5 | 6 |
| l. | Getting help with classes from instructors or professors | 1 | 2 | 3 | 4 | 5 | 6 |
| m. | Paying for tuition, books and other educational expenses | 1 | 2 | 3 | 4 | 5 | 6 |
| n. | Completing the enrollment process | 1 | 2 | 3 | 4 | 5 | 6 |
| o. | Getting transfer credit hours accepted | 1 | 2 | 3 | 4 | 5 | 6 |
| p. | Getting around the campus | 1 | 2 | 3 | 4 | 5 | 6 |
| q. | Getting necessary transportation to and from campus | 1 | 2 | 3 | 4 | 5 | 6 |
| r. | Adjusting to large classes | 1 | 2 | 3 | 4 | 5 | 6 |
| s. | Arranging for financial aid | 1 | 2 | 3 | 4 | 5 | 6 |
| t. | Knowing who to go to for help | 1 | 2 | 3 | 4 | 5 | 6 |
| u. | Budgeting time for studies and social life | 1 | 2 | 3 | 4 | 5 | 6 |
| v. | Budgeting time for studies, work, and family responsibilities | 1 | 2 | 3 | 4 | 5 | 6 |
| w. | Understanding assignments | 1 | 2 | 3 | 4 | 5 | 6 |
| x. | Keeping grades up | 1 | 2 | 3 | 4 | 5 | 6 |
| y. | Other, please list ______________________ | 1 | 2 | 3 | 4 | 5 | 6 |

**Directions:** Please rate your level of satisfaction with each of the following aspects of your college experience **at Johnson County Community College.** Circle one response for each aspect.

| | | Very Dissatisfied | Dissatisfied | Neither Satisfied Nor Dissatisfied | Satisfied | Very Satisfied | Not Applicable |
|---|---|---|---|---|---|---|---|
| 2a. | Quality of instruction | 1 | 2 | 3 | 4 | 5 | 6 |
| b. | Variety of courses | 1 | 2 | 3 | 4 | 5 | 6 |
| c. | Career preparation | 1 | 2 | 3 | 4 | 5 | 6 |
| d. | Student activities | 1 | 2 | 3 | 4 | 5 | 6 |
| e. | Library services | 1 | 2 | 3 | 4 | 5 | 6 |
| f. | Facilities | 1 | 2 | 3 | 4 | 5 | 6 |
| g. | Modern equipment | 1 | 2 | 3 | 4 | 5 | 6 |
| h. | Classes scheduled at convenient times | 1 | 2 | 3 | 4 | 5 | 6 |
| i. | Helpfulness of faculty | 1 | 2 | 3 | 4 | 5 | 6 |
| j. | Helpfulness of support staff (secretaries, librarians, security...) | 1 | 2 | 3 | 4 | 5 | 6 |
| k. | Academic advisement | 1 | 2 | 3 | 4 | 5 | 6 |
| l. | Job placement service | 1 | 2 | 3 | 4 | 5 | 6 |
| m. | Counseling services | 1 | 2 | 3 | 4 | 5 | 6 |
| n. | Registration process | 1 | 2 | 3 | 4 | 5 | 6 |
| o. | Availability of scholarship and financial aid | 1 | 2 | 3 | 4 | 5 | 6 |
| p. | Qualifications of faculty | 1 | 2 | 3 | 4 | 5 | 6 |
| q. | Size and atmosphere | 1 | 2 | 3 | 4 | 5 | 6 |
| r. | Social life | 1 | 2 | 3 | 4 | 5 | 6 |
| s. | Experiences with other students | 1 | 2 | 3 | 4 | 5 | 6 |
| t. | Food service | 1 | 2 | 3 | 4 | 5 | 6 |
| u. | Bookstore services | 1 | 2 | 3 | 4 | 5 | 6 |
| v. | Others, please list ____________________ | 1 | 2 | 3 | 4 | 5 | 6 |

**Directions:** Please rate your level of satisfaction with each of the following aspects of your college experience **at The University of Kansas.** Circle one response for each aspect.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3a. | Quality of instruction | 1 | 2 | 3 | 4 | 5 | 6 |
| b. | Variety of courses offered | 1 | 2 | 3 | 4 | 5 | 6 |
| c. | Career preparation | 1 | 2 | 3 | 4 | 5 | 6 |
| d. | Student activities | 1 | 2 | 3 | 4 | 5 | 6 |
| e. | Library services | 1 | 2 | 3 | 4 | 5 | 6 |
| f. | Facilities | 1 | 2 | 3 | 4 | 5 | 6 |
| g. | Modern equipment | 1 | 2 | 3 | 4 | 5 | 6 |
| h. | Classes scheduled at convenient times | 1 | 2 | 3 | 4 | 5 | 6 |
| i. | Helpfulness of faculty | 1 | 2 | 3 | 4 | 5 | 6 |
| j. | Helpfulness of support staff (secretaries, librarians, security...) | 1 | 2 | 3 | 4 | 5 | 6 |
| k. | Advising | 1 | 2 | 3 | 4 | 5 | 6 |
| l. | Job placement services | 1 | 2 | 3 | 4 | 5 | 6 |
| m. | Counseling services | 1 | 2 | 3 | 4 | 5 | 6 |
| n. | Enrollment process | 1 | 2 | 3 | 4 | 5 | 6 |
| o. | Availability of scholarships and financial aid | 1 | 2 | 3 | 4 | 5 | 6 |
| p. | Qualifications of faculty | 1 | 2 | 3 | 4 | 5 | 6 |
| q. | Size and atmosphere | 1 | 2 | 3 | 4 | 5 | 6 |
| r. | Social life | 1 | 2 | 3 | 4 | 5 | 6 |
| s. | Experiences with other students | 1 | 2 | 3 | 4 | 5 | 6 |
| t. | Food service | 1 | 2 | 3 | 4 | 5 | 6 |
| u. | Bookstore services | 1 | 2 | 3 | 4 | 5 | 6 |
| v. | Health services | 1 | 2 | 3 | 4 | 5 | 6 |
| w. | On-campus housing | 1 | 2 | 3 | 4 | 5 | 6 |
| x. | Others, please list ____________________ | 1 | 2 | 3 | 4 | 5 | 6 |

**Directions:** For the following questions, circle the number or letter that corresponds to your response for each question.

| | | Yes | No |
|---|---|---|---|
| 4. | Did you attend credit classes at JCCC... | 1 | 2 |
| | a. while you were in high school? | 1 | 2 |
| | b. during a summer semester? | 1 | 2 |
| | c. during a 2-week mini-session? | 1 | 2 |
| | d. during a fall or spring semester sometime after high school graduation? | 1 | 2 |
| 5. | Was JCCC your "first choice" educational institution at the time you enrolled? (If *No*, please specify your "first choice" institution at that time.) ______________ | 1 | 2 |
| 6. | Was KU your "first choice" transfer institution? (If *No*, please specify your "first choice" transfer institution at that time.) ______________ | 1 | 2 |

7. If you were to start your college career over, how likely is is that you would attend JCCC?
   - a. Definitely would attend
   - b. Probably would attend
   - c. Uncertain
   - d. Probably wouldn't attend
   - e. Definitely wouldn't attend

8. If you were to start your college career over, how likely is it that you would attend KU?
   - a. Definitely would attend
   - b. Probably would attend
   - c. Uncertain
   - d. Probably wouldn't attend
   - e. Definitely wouldn't attend

**Directions:** Please fill in the blanks with the requested information. (Estimate answers to those questions for which you cannot provide exact information.)

9a. Year of high school graduation: ______________
b. Name of high school: ______________
c. Location (city/state): ______________

10a. Semester and year of *first* enrollment at JCCC: ______________
b. Number of semesters attended at JCCC: ______________
c. Number of credit hours completed at JCCC: ______________

11a. Semester and year of *first* enrollment at KU: ______________
b. Number of semesters (including current semester) completed at KU: ______________
c. Number of credit hours completed at KU (*not* including current semester): ______________

12. KU student identification number: ______________

13. Number of credit hours currently enrolled at KU this semester: ______________

14a. Number of credit hours transferred to KU from JCCC: ______________
b. Number of credit hours transferred to KU from other colleges: ______________

15. Age: ______________ years     16. Sex: ☐ male; ☐ female

17. School/college currently enrolled in at KU (circle only one)
   - a. Liberal Arts & Sciences
   - b. Business
   - c. Education
   - d. Engineering
   - e. Fine Arts
   - f. Journalism
   - g. Allied Health
   - h. Nursing
   - i. Pharmacy
   - j. Law
   - k. Architecture
   - l. Social Welfare
   - m. Not assigned to any school
   - n. More than one school
   - o. Don't know

18. Which of the following categories best describes your intended choice of careers? Circle ***only one*** career category.
    - a. Advanced degree professions (lawyer, physician, dentist, etc.)
    - b. Allied health fields (nurse, dental hygienist or assistant, medical technician, physical or speech therapist, etc.)
    - c. Applied arts (artist, writer, musician, actor, designer, etc.)
    - d. Business operations, management (accounting, marketing, finance, etc.)
    - e. Office, clerical occupations (secretary, bookkeeper, paralegal, teller, etc.)
    - f. Sales (insurance, retail sales, real estate, etc.)
    - g. Social Services (teacher, social or recreation worker, corrections or law enforcement officer, etc.)
    - h. Technologies (engineer, computer programmer, draftsman, laboratory technician, etc.)
    - i. Trades and crafts (construction worker, mechanic, production supervisor, factory or farm worker, etc.)
    - j. Other (Please specify) ______________________________
    - k. Don't know

19. Which is the highest degree you plan to complete?
    - a. associate's degree
    - b. bachelor's degree
    - c. master's degree
    - d. doctorate
    - e. professional degree (law, medicine, etc.)
    - f. I don't plan to earn a degree

20. Please make any additional comments upon your experiences at JCCC and/or KU, and offer suggestions that might help the institutions serve their students more effectively.

**THANKS FOR YOUR HELP!**

# Appendix III

## University of Kansas
## Additional Comments by Native KU Student Respondents

### Verbatim Responses

*Please make any additional comments upon your experiences at KU, and offer suggestions that might help the institution serve its students more effectively.*

I felt that much more could be done at Orientation in letting students know what is available. With freshman orientation I was herded through with the rest. It was not until after a couple of years here that I learned that I not only could have taken honors courses, but that I should have. One important thing you learn at KU is how to find your own means to accomplish the end. (i.e. red tape, avoiding problems with financial aid--just learning to play the games) In essence I'm beginning to feel like the prescribed way to go about things here at the University is never the best way. I realize that with such a large school it is impossible to "play mother" to everyone, but there are so many people ignorant of how to better themselves through what is offered at the University. I think everyone should be better informed-not just freshman!

I've enjoyed all the extra services such as lectures, movies, exhibits, etc.

The direction provided by the business school was minimal at best. This despite the knowledge that I wanted to graduate with an accounting degree. Also, THE SCHOOL OF BUSINESS NEEDS TO PROVIDE A FINANCE DEGREE!

I think some Homecoming activities should be planned for all students. Professors would benefit from student evaluations.

The first 2 years of the undergraduate business program was very dissatisfying to me. The majority of teachers instructing lower level (introductory) business courses were very unenthused and degrading. I particularly refer to the quality of my ECON 520 instructer-_____ _____. I feel financial cuts have extremely effected the lower level courses with regards to such large classes, (b/c of the lack of teachers) no T.A.'s in many classes, where needed, and the lack of hand-outs b/s of no money really effects the quality and morale of the undergraduate. Any reallocation plans might improve this condition.

Encouraging the gay community at KU by providing funding for "Gay Services" is not at all desirable in may opinion. To be blunt, I regard that sort of preference as morally wrong.

I've enjoyed my years at KU and I'm very glad I had the opportunity to attend this university. I'm satisfied with the education I've received here.

I really feel the advising is awful which in turn makes other experiences at KU difficult. The advisors act as if it really puts them out to discuss with the students about their future. Doesn't do much for the student feeling like a person at the university. Also, many of the GTA's I've had are on such a power-trip they should never be put in front of a classroom. I'm sure it is a wonderful experience for the GTA's while the K.U. Students get the rotten instruction.

It would be nice if the Fraternity system at K.U. was not so exclusive as to naggate non-Greeks.

1) I think there should be a few course sequences that could be substituted for Western Civ. (i.e. - courses in ancient & modern philosophy, history, political ideologies, etc.)
2) As a student researcher I had an hard time in getting required classes (esp. W. Civ.) at times that would not interfer with research laboratory hours.
3) The library system is excellent, but it is somewhat endangered by lack of funds.
4) The University should use extreme caution before entering in research partnerships with private firms and/or the armed services. The ethical values of such groups are questionable at best.
5) Sport tickets are too expensive. It seems that the athletics department is only marginally interested in students' support.
6) KEEP UP THE GOOD WORK!!!

They need to explain what classes you should take in the field you are pursuing. Many students have taken the wrong courses or courses that don't apply to their major.

Last year I was very lucky to have competent, wonderful teachers who inspired me to study, learn, and secure good grades. However, this semester I have the problem of dealing with an incompetent, insensitive, and unfair teacher. My problem is shared with several other students in the Math 114 section, taught by ________. This is not to say that he is not valuable to this institution because I believe universities need researchers and those who publish. However, I do not feel that students should have to deal with professors who do not care about whether or not you learn the material. This professor's entire existence is based on having his students teach themselves, and consequently, do poorly. For example, when our class averaged a score of 60%, he only laughed when he handed back our tests on the other hand, when the class averaged a B score, he said, "I am very disappointed with this class. Expect the next quiz to be harder". This inhuman behavior has made students feel rebellious and angry. He has managed to make me feel like a number at K.U. instead of a human being. I hope something can be done about this. Thank you.

I would like to see interested upper-level students helping in the advising. They tend to know which instructors are most effective - also can give tips on how to schedule around other activities.

Being a student from out of state I would have liked to have been able to find more out about the Greek system at K.U. They needed to be aware of my interest earlier.

I feel that for a large institution, things are pretty well organized. One helpful thing though would be bus service on weekends for some of us folks without cars.

Computerized enrollment was a big help. Running around Allen Field House was an awful experience as a 2nd semester freshmen.

I am satisfied with what I have learned and the experiences I have been through here at KU. The one thing which I see is now being brought to the attention of all Kansas regents school is a high school preparatory curriculum for incoming students. From my own experience, I know that it would help students tremendously if they had a more structured curriculum of required courses in high school. I lacked a bit of the math and science and realize that I would've been much more prepared to take these course at the college level if I had had a solid foundation of these in high schools. It's great that they may tighten the requirements for incoming students. It will only help the university & its students in maintaining a high level of academic achievment.

One problem I had when I first came to KU was finding out what was going with enrollment-such as when timetables were given out or where to go etc... I always seemed to overhear someone talking about it rather than knowing where the actual information came from. I was also not familiar with the number system in the timetable and how you decided for example what level class you could take after the basic English requirement was fulfilled-200 level? or how how high could a person take. Just little details that no one bothers to explain were the mysteries of my freshmen year. I consider K.U. to be on the level of any other college in the country. There is definitely something about a K.U. student something good-something intangible-that seems to come from the University's atmosphere that I think remains with a person for the rest of his life. Thanks!

Let students enroll according to level in college with the highest levels enrolling first & on down!

KU is an excellent school that also lives up to it high national ratings (8th just below the Ivy Leagues!). I think KU is the closest to the Ivy League Schools as the Midwest can get.

I was very confused as a freshman, but I was not prepared to make any career decisions and really did not recieve much help from my advisor. Advising is very important to getting a proper start in seeking a degree.

For those students who participate in summer orientation as freshman, I think KU offers an excellent opportunity to review the college and seek advise. I also feel the quality of education here is very good although it is deteriorating with the financial bink KU is experiancing.

I have found the students & most of the faculty & staff at KU to be unusually mannerly & congenial. That is one of my deciding factors for attending. I feel that TA's should be more carefully considered for lower level courses, I had a few who were incapable of teaching, and the first year of college is probably the most important, &, much like elementary education, that chance at a pleasant & productive initiation should not be wasted.

Make sure to tell high school students to get computers and language experience. It is important for all fields.

The quality of the lower level class instructors is generally not satisfactory. They often seemed to have little additional knowledge compared to the students. Classroom instruction skills were minimal. I think they need some training in teaching!! Business school professors which I have had were generally very good to excellent (Upper level classes)

Advising could be better. Also-if school plans to terminate one program then they should #1-give students full year notice of proposal, meaning when they are going to cut/combine classes. Also-they should see how many students are still enrolled in old program before cutting or ending class or combining them. I'm truely dissatisfied with how Education classes are all scheduled at the same time. Also on the way the school keeps the students informed on new plans.

The advisors do not even know the requirements for the degree that they have. Nor do they have the information sheets to find out. The campus is not very wheel chair accessible. The food in the the residence halls is terrible.

After transferring from the school of Engineering to Liberal Arts and Sciences and later adding a con-current enrollment in Business, I have found that communications between schools are rediculously slow. No one seems to understand the policies and procedures used in other offices, and most workers don't even seem to know what's going on in their own office. The system itself is confused and poorly managed and seems to care little at all if it confuses and hassles students.

Advising-really needs improvement.
New Frosh expectations-I was floored but I think the KU Ambassador program may help.
Your idea of "Orientation Week" as opposed to "Country Club Week" is good in helping new students realize that this is a time to get organized as well as party!
Bad Idea-to have the dorms open on the same day as payment of fees-Frustrations are almost overwhelming for a 1 day time period. Dorm should open 1 day prior to fee payment.

The advising while I was in pre-pharmacy was not helpful at all; but now that I'm in the pharmacy school it couldn't be better. The new computerized enrollment is 100% better than enrolling in the Field House-I find it very beneficial to know what my class schedule will be for the next semester, ahead of time. The add/drop process could be improved so students don't have to waste alot of time in long lines.

I'm impressed K.U.!

Overall, I believe that both the academic and intercollegiate programs at K.U. are outstanding. The campus itself offers an aesthetically pleasing environment upon which to pursue career interests. One suggestion I have for oncoming freshmen is to prepare some kind of impromptu course curriculum before entering college. Inventory tests on career interests, counselling and talking to alumni is all very helpful.

(continue next page)

I was not pleased with the inadequacy of the advisors I came across, so I hope that future students may be greeted and encouraged initially more favorably than I was. In retrospect, I must admit my college career has been a valuable and innovative experience. Thanks to all who have contributed to my education.

1) Professors on this campus must be convinced that they have been hired to teach, do research, administrate, and advise! It isn't a matter of personal preference. Their ability at advising should be a large factor in rating their performance. 2) Students on this campus must be convinced that they aren't here just to complete a series of courses that will get them some degree. But no one on this campus seems interested in what careers KU students are pursuing. They only want to know their major and degree. If schools and departments knew what students planned to do with a major & degree, it would be easier to design appropriate courses, and easier to advise students. 3) If students were required to explain why they are taking certain courses, and to explain briefly their career possibilities, it would help them figure out what they need to do, and it would help advisors advise students. Students should be stimulated to research possible careers, and should not be allowed to go to school four years, get a degree, and leave school wondering if anyone will employ them. 4) Under the present system, not nearly enough time is provided for professors and students to meet and discuss the selection of classes and career choices and possibilities. More time is needed to do the job right, even if it may be inconvient to lengthen the procedure.

When I first came to KU, I was scared. I didn't know what to expect and I was afraid of not being able to survive KU's high standards. As time passed thoughout my first semester, I realized that KU is an exceptionally good school and all of my teachers were very willing to help me with any problems I had. Also, the people I've met are very friendly and this helped a lot in overcoming the uneasy feeling of being away for the first time. I feel that I have grown and benefitted tremendously from my experiences at KU. I am definitely looking foreward to my next two years.

Everyone tells you to enjoy high school when your there, and I found out that was true. There is so much more reading to do in college. it is easy to fall behind. Students should keep up with their reading!

I am very pleased with my experiences and education here a KU. I think I may have had an easier time adjusting because of being a dependant in the air force and moving around alot. I like the computer enrollment but miss the "fun" of Alan Field House but I'm glad I don't have to do it again. Thanks

I'm from Lawrence-lived here all my life--so I probably would have benefitted more from KU if I went elsewhere for 2 years and then came back for Jr/Sr years. Probably would have helped if I had a definite direction in careers. This isn't related to the academic purpose of this questionaire but I think KU would benefit from canning the volleyball coach (just a personel opinion shared by many).

Provide realistic and accurate career guidance and competent advisors.

The enrollment process is extremely frustrating and unfair, especially for upperclassmen.

Have all required freshman write an essay upon applying, to determine level of English he is to be enrolled in. English 101 is not a realistic course for some freshman. Similar requirement for math. A more active role for advisor, counseling sessions to gauge progress during first semester! ( May be an upperclassmen, not faculty ).

I think students who work their way through school should get some kind of credit (if at least 3 hours) or some kind of compensation, because those students who are lucky enough to be blessed with well off families have all of the time they need to study. Those students not as fortunate must budget their work time & study time, and perhaps there may be some correlation in there between work and grades. Don't some schools give credit for experience in the real world situations?

I can't think of anything right now.

Especially in my senior year, I found that some teachers taught courses that they did not really have specialized knowledge in. They would often wade through the instruction, during class, making many mistakes and making me overall dissatisified with my class. I would like to see a specialized course taught by someone who specializes in that field.

Make requirements for English and Math in first semester. Don't let students begin these courses in 2nd or 3rd semester. Make Western Civilization a requirement for every student along with a basic course in Geography. It is amazing how many students at this institution do not know where my home state of Michigan is. High School Students coming out of Kansas need a better general education. They are not unintelligent, but often ignorant. I'm no expert, but anybody who can't even locate the region of a state such as Montana or Maine does not deserve a degree from any institution. Make students studying even the most focused major take a required amount of basic courses, which will prepare him for, at least, conversation outside of Kansas.

I think KU offers great educational opportunities; however, for the money required, I am disappointed in the quality of professors I sometimes get. Often whether you like the class depends so much on your professor's teaching abilities.

The advising system needs to be upgraded tremendously. Freshmen need excellent advice and guidence to make their future years run smoothly.

Change in enrollment proceedure gratly appreciated.

GO HAWKS!

Putang has been bery, bery good to me. Keep it up as I will try to do. (Ha, Ha)

The foreign TA's or instructors are extremely hard to learn from when students have to spend most of their time interpreting them!!!!

Good School.

Keep the library open until midnight on saturdays, so people in the dorms or people wanting to do research could find a place to study ect...

The best part is the good faculty & beautiful campus. I appreciate the way they take care of campus & make it nice to walk thru. The most frustrating part was parking. If I had to go to campus for a test or the library it was difficult to get here because of parking & very limited bus service. I'm a woman & don't feel like walking alone at night.

I am not to happy with the school more or less. I have been self-advising myself because the advisers are so bad. The woman (____________) who is head of the italian department should be put on probation for her unfairness. I do not like the idea of paying out of state tuition for TA's to teach my classes for me.

I have come to feel the dorms (on and off campus) do not provide (structurally) a conducive social atmosphere. Classes aren't very well geared to future career possibilities. Advising is extremely inadequate. Most teachers have had little or no motivational skills. Alot are too wrapped up in their own interests to motivate their students. Need more school related parties.

Since I am a resident of Overland Park, I would very much like KU to offer higher quality and bigger variety of summer classes at the Regents Center. I strongly urge KU to petition, with all its power, to make the Kansas Board of Regents to allocate enough money for vital academic areas such as math and computer science.

KU is a excellent well-rounded university. I've been very pleased overall and encourage others to attend also.

My biggest gripes concern health services, dorm living and the financial aid office. Each one of them has messed me up in one way or another. They seem to care more about making sure they keep their jobs rather than trying to help students.

The classified staff is extremely inefficient and discourteous to the students. For example, in 1980, when I first tried to get more information about K.U., I had to write three times before I was sent a catalog or application. This almost prevented my coming to K.U.!

The freshmen advising leaves a lot to be desired. Too often the advisers recommend classes that are not suited for the particular students. Watkins Hospital is one of the poorest excuses for a health facility that I have ever seen.

I have found the process of changing Schools to be extremely frustrating & ambiguous. If you are not excepted, I think it would be helpful if they would let you know why, and what your might do to improve your chances if you choose to apply for change of schools again. Now, it seems very cold & unconcerned.

I am really glad they are rennovating Summerfield Hall.

I think that the counseling dept. should be better. I haven't received good counseling and still need to know more about the classes I need to take for my major.

I wish that the instructors and/or university would help the students with what to do with their degree. (This remark was crossed out by the student.)

I have been concerned with the amount of good-quality professors in the technical majors that have left teaching for industry.

My major problem this semester was not knowing exactly who I should go to for advice on which classes to enroll in or what was expected of me in those classes. I feel that my academic advisor didn't really care what courses I took, as long as he felt they were "challenging" for me. I found it rather difficult, therefore, to adjust academically to KU.

The University needs more money.

On some of your study seminars do not just have them at the Union, go to the dorms. Be a guest speaker at dinner, speak in living room etc. This is because the students who truthfully need this help are also the ones who won't go very far out of the way to utilize it. There are many incompetant Teaching Assistants which are employed in the Freshman cut courses who are not preparing the Freshman well enough for the courses that lie ahead.

I have been especially impressed with the nursing school at KUMC-terrific faculty!

I had a bad experience with advise from an advisor and as a result went "self advised" the rest of the way.

Not lab sections for the Biology courses. I wanted to take comparative anatomy, but only one section was offered. Get some more money for the T.A.'s.

The only thing that I probably didn't find satisfactory in KU is the difficulty in finding a job on campus since I'm a foreign student. I also have found discrimination against foreign students from some of school faculty.

My biggest complaint was my first advisor was in the department, yet didn't know the requirements, I thought that advising was worthless and confusing. My advisor now is better. Overall, I'm satisfied with KU.

I attempted to drop a class, and was mis-advised by the engineering dept. This caused a great deal of confusion and many problems. The advisers should know what the hell they are doing!

Some "mini-sessions" held in the dorm gratefully aided in my adjustment to school life. My advising was not very good my first semester but has improved dramatically since then. I think more effort should be made to acquaint students w/ the counseling center-either for counseling about adjustment or careers! Quality R.A.'s really help in adjusting to dorm life!!

Encourage students to begin difficult classes early so they won't pile up on them later.

Better study habits enforced.

Enrollment, as before, stinks! Unfortunately, I have no iron-clad solution to enrollment, but being an athlete and "needing" morning classes to participate in my sport, the University should let thoses students enroll first to help achieve athletic as was as academic success.

I think that it would be quite helpful if some sort of record could be kept on a student's opinion of advisors. It would allow new students to seek the aid of thoses instructors or administrators that are recognized as excellent advisors and allow new students to avoid poor advisors.

The job would be difficult but bridge the gap of all the living groups Incorporate Daisy Hill w/ GSP Corbin W/Living group (scholarship halls & Greeks). All campus activities using these groups other than the student govt. existing. Many of the coalition are difficult to get involved w/out being from Kansas

Seems that many teachers are dissatisfied and too busy. They always make it to class, but do not seem very available outside of class. Students pay tuition to be taught, not to be told to go home and teach themselves.

The parking facilities on campus need to be expanded. Lack of parking has become an increasingly difficult problem and the purchase of properties adjacent to campus could be one alternative. In addition, the new Adams Alumi Building is a beautiful and useful addition to KU, but the loss of yet another parking lot only served to aggravate the problem. West Campus should be considered for any future construction-The hill has reached capacity!

KU is a hard school to get used to, but once you have acquired the study skills (it has taken me 3 years), you will do okay!

Make advising easier for students and help them to obtain advisors who know all of the degree requirements and are honest with them about classes and programs.

I have one comment-I don't feel as involved a "in place" this semester. This is effecting the way I feel about this University, and my declared major. I hope this changes in the future.

One very large problem I feel should be brought to your attention is the recital attendence requirement in The school of Fine Arts. The University requires that I maintain a high academic standard, as well my own personal integrity. To remain here at KU and compensate for some loss of financial aid I must work. Above all these I place the importance of my marriage. And yet, I am expected to spend 20 evenings a semester (4 of which will cost $4-5) away from my studies and my husband listening to such pertinent activities as a bassoon recital. The year I entered KU. This requirement was raised from 4 to 6 required semesters. Please act on this very distrubing situation-no one else will.(As you will note I an enrolled in the school of ED. Due to the nature of my major I have also spent 2 yrs. in the School of Fine Arts.

The SAS program for improving study & reading skills, time budgeting, etc., is extremely helpful but unfortunately has low visibility-publicize it widely! KU-info is the best idea I've come across in aiding freshman and others. Getting a poor advisor is the worst way to start. Try a closer correlation, between student's field of interest and the advisor's forte. Advisors should be informed of requirement beyond their dept., and the preferred sequential order of taking classes, stressing the humanities & requirements for degree. and others to be completed freshman/soph. year. It is as much their responsibility to discourage a student from taking a difficult class in favor for a later date, than to encourage certain classes. I am now as a junior, taking freshman classes!!! (Encourage ease in changing advisors if dissatisfied.)

I suggest that you control the consumption of alcohol that goes on in the stadium. I've seen people throw bottles and in one incident, a girl got hit in the head.

Less T.A.'s-More quality professors. Lecture series with more well known politicians and major industry heads.

I'd like to know how KU is ranked nationally in Computer Science. I understand the cost aspect of country club week, but that is the best time to check out the town & meet new people in student housing!

I am not satisfied with the new enrollment procedures. I think the lines and the add/drop procedures don't really save anytime. I think that more study is needed here, perhaps with the object of integrating the best of the old and new systems.

My educational experiences at KU have been very rewarding and I'm glad I came here. Computerized enrollment was a great improvement, but I would like to suggest paying fees by mail instead of having the students come back the week before classes. (I know this has been very disruptive in my summer job.) Another thing I would like to see is giving a discount on tuition if a student has been on the honor roll. I know they do this at MU because by brother goes there.

The new enrollment process is definitely much better than the old system. There are still a few flaws (add-drop) but with time I believe they will be ironed out.

The schol-Halls are great except for the facilites. We make do with what we've got, but it could be a lot better.

Chemistry classes exceptionally specialized and difficult for those who just need one or two classes. Food quality very poor.

Buses might be run more often or at different times. Biology classes all seem to be at the same time, MWF during the morning. This makes it very hard to enroll in more than one or two per semester.

Get the athletic dept. off the spirt squad's backs so they (the spirit squad) can be as good as they are capable of being. Get new percussion equipment for marching band. Get more computer equip. for architecture school.

My main problem was learning how to budget my time. You can't fall behind in classes because it only get's worse. School work comes first & if the student keeps up with class work there will always be time for social life. Also it's important that if the student has any questions of anything dealing with school or anything "ASK"! Never first let it go. There's someone who can help you.

Computer enrollment at KU is Great-however it shold be done randomly by class. ie: Srs. first, Jr.'s second, Sophs third, & Frosh last. I had to wait 4 semesters to get western civ. because the classes were filled. It's required for my major. Parking for students is terrible. I don't think the parking should be restricted after 5pm or 7 pm if you've got a night class it's dangerous to get to it from where you have to park.

I think every instructor should be evaluated by students. I think these should allow student comments. I also think its impossible to get rid of a bad professor here. Also when I was in high school, they told everyone to go to college because we would all get financial aid. I didn't get enough and I had no idea how much it would cost until May- by then I knew I wouldn't have enough. Teachers should encourage students to get to know one another & talk.

I feel that there is a certain population of student who should a are not ready to be in school. Many do not know about programs such as Work Abroad or any type of alternative program. I feel doing something such as work abroad would help a student with his decision upon a career or be that more ready to start a school career.

I'm a junior majoring in CS and was planning on graduating at the end of next year but recently I've been having trouble getting into the CS classes I need thus I'll probably be here an extra semester or two. Could the faculty in the CS Department be increased or the size of classes increased so that people like me could get the classes they need to graduate in four years rather than five.

More services in recreational especially badminton. At the moment there is one lousy badminton court that about 24 students have to fight for it every Friday night. This is lousy.

I have really enjoyed K.U. I placed too much emphasis on work and friends, but I feel that I have gained a lot anyway. My grades are not very good because my priorities were 1. work 2. Social & 3. Studying. I wouldn't ever change that either. I came to K.U. to have fun and grow-up. I have acheived these two goals. The only thing about K.U. that was ever bad was the parking services. ______________ in Hoch had me in tears on two occasions. There is never a good excuse to be mean to other people when they are not antagonistic to begin with. Thanks for a great 4½ years!

I have enjoyed my time here at K.U. I have found it to be more rewarding than I had originally expected. As soon as I decided to major in Music Theory, I realized my goal and found that many of my professors were encouraging. I feel as if I am always learning new things, and I feel that all the blurry smaller things I had learned in my earlier years are now joined and serve as a foundation from which I can only progress. I am thankful to be able to learn and open my eyes to new concepts and perceptions of things. I feel that there should be more encouragement by professors to motivate their students. Teachers can create the interest by their enthusiam, and I think that they should be open to new ways of teaching. As far as student services, I feel they adequately handle the students needs. I am finally glad that we have pre-enrollment, but I am still not satisfies with the financial aid system.

I had more trouble my second year at KU with the Financial Aid Department than I did my first year. Because of complications with my bank deciding not to process loans I had to find a new bank to do so at the end of the summer. Amongst this confussion, the Financial Aid System is put to a complete stop at the beginning of Enrollment. Thus, the application for my loan was filed away during this period because of the lack of office workers, and so put a hold on my receiving a loan check. If I had not accumilated proper savings to cover the cost of my enrollement check, I would not be attending KU at this moment. To further avoid this problem I suggest that KU must offer full service of the Financial Aid Department during the Enrollment period.

When possible take professors rather than courses if one possibly can take care of requirements. Some TA's are incompetent or cannot speak english well enough to be able to commuicate the material. In Germany the chairs of the department teach all of the introductory courses. I would warn people that CP Snow's two cultures don't exist. There are two camps of a single culture-the culture of the specialist. (The generalist is lone since dead.

I am extremely satisfied with my experiences at KU. The only aspect which I have not been pleased with is the availability of financial aid. After my freshman year, I have had an extremely difficult time paying for my educational expenses. Although I have an excellent academic record, I have been offered very little in financial aid. Since the availability of jobs in Lawrence is fairly limited, I think it would be helpful to students if KU offered a program which would help them find part-time jobs off campus. (It is virtually impossible to make ends meet on a Work-Study Job.)

One comment I wish to make regards the enrollment process. Although the new computer enrollment system is a vast improvement over the "field house process", there is still one refinement that I wish would be made. I believe enrollment should be done in descending order of classes rather than having freshmen, sophomores, and juniors enroll at the same time. I am a junior, a CS major, and I don't enroll until Nov. 21. Because of this, I can expect to stay in school during the summer and maybe even another semester. Should the 4-year CS curriculum take more than four years? Or does this university wish to drain my bank account by keeping me in school more than four years?

I am extremely disatisfied with the advising I recieved particularly my freshmen year. I was not aware of the possibilites nor the consequences of enrolling in classes or choosing a major. There seemed to be little or no individual assessment on the part of various advisers before they would give advice. Frequently, I received advice about programs that was incorrect. I also regret that I was not advised about preparing for graduate school preparation and the choices I had. Also, the services I received from the KU Counceling Center were much more harmful than helpful. I am angry that students are allowed to act as counselors in situation that are crisis for the client.

I am very dissatisfied with the enrollment procedure. I think the mess its in is a product of too much administration. I can't believe that it's necessary to stand in so many lines (E.G. to stand in line to get an appointment to stand in the other line?). The only part of the whole rig-ma-role that wasn't difficult was paying. Is the purpose of the University supposed to be education or MONEY?! Administration should be limited.

I think that activities and organizations should be better publicized. Sometimes my interest in school wanes considerable. I often find myself wondering how much of what I am learning here will apply to the real world. Teachers sometimes treat this as if it were a game and it's hard for me to take things seriously in that atmosphere. It's like when you take a foreign language and then you go to a country that speaks that language and you realize that you haven't learned anything conversational or useful-formal speech gets you by, but it's not what they're speaking. How much that I read out of a technical textbook will I actually use on the job. I'm not an engineering major so sometimes I wonder about this. How useful is a text book that gives you a mechanical process for writing a broadcast commercial?

It is very difficult to rate my opinion of the instructors, because in the first two years here, all I had was TA's, many of whom were not qualified to teach and made it very difficult to learn. Since then, however, I have been getting more professors who know what they are doing and how to teach. The only problem is that the TA's sometimes did not teach what you are expected to know for the professor's classes.

I was dissatisfied with the inconsistant quality of teachers. I had some good teachers, but I had lots of bad ones. Unfortunately, nothing could be done about the bad teachers. I just had to suffer through the semester. I even complained to department heads and was told nothing could be done. In one class, many studnets complained along with me, yet nothing was done because the teacher has been here for 16 years-but, obviously tenure doesn't mean quality.

I was not prepaired-when in high school concentrate on english, math & the sciences. -If you do well in high school with English things will go so much better for you. Many of the professors think of you as a number and could care less what you get in class. Also many professors are great & super people who care. If you don't know something ask a upper classman too! Parking service people like to give lots of tickets to help out their salaries!

The final exam schedule should be more organized so that a student in a certain field does not have to take 2 major finals (ie: stats 368 & Manag. Acct 241) on the same day. This caused my grade to suffer and I don't think it was necessary.
Also instructors should be made aware that although their particular class may be "important", it is usually not the only "important" class the students are taking. Special Projects, Computer Assignments and other large projects should be assigned with this in mind, and not all assigned in the middle or at the end of semester as these times are the most busy times of the year for any student!!

The only problems I have experienced have been with enrollment. Every semester I have to get my classes through the add-drop process. Advising was a problem my first 2 semesters at K.U. but I have taken care of that. Since this is my 5th semester at K.U. I expected to enroll before the next to the last day of enrollment. Also, the physics professors and teaching assistants have something to be desired.

I have had some rotten T.A.'s teach introductory-level courses (especially Eng. 101!!) I think from a grad-student's perspective the system is wonderful, but from the student's perspective , in some cases, they're getting ripped-off! Also the equipment (as well as the building) for the broadcast field and RTVF is obsolete.

Biggest problems freshman year: -terrible advisers; not helpful, know nothing about the number of hours , kinds of courses or time schedule that would be appropriate for the first semester. I still know twice what my adviser does; it's really too bad. Luckily my brother helped me to some degree. Also: residence hall food is devoid of nutrients, which, if you had a healthy diet, can throw your system off-I got mononucleosis fieve weeks into my freshman year. I know you have cost constraints, and are trying, though.

Being in Computer Science, many classes are very difficult to get into. I see no reason why classes cannot be enlarged to occupy more students.

I believe KU is one of the best schools in the country!

My first day of enrollment at KU was nearly my last. As it was my first attempt at college I had little if any necessary knowledge of college procedures. I had to walk miles as no one informed me where to park. There should be open parking during enrollment. New students should be informed where to park esp. if enrollment is their first day on campus. I did not even know what a timetable was! I was told merely to show up. Eventually I "lifted" one and spent several hours reading instructions that should have been read weeks before. Timetables should be sent to new students with a sheet of instruction about how to use it. A reminder to bring it with them and follow the steps would be useful. I've always wanted to tell this story. Six years later I still remember the horror of it. I'm still not laughing about it either. Finally, I am proud to be a part of K.U. Most of my experiences have been good ones. Most of the TA's I've had at KU have been disgraceful!

Hoorah for computerized enrollment! K.U. is an excellent institution, and I'm very proud to be studying in the William A. White school of Journalism.

In the 4 years that I have been here, I know very few professors personally. I feel this has been due to the few numbers of professors that I have taken classes from, most classes and labs being taught by graduate students and non-faculty PHD's. Most professor-taught classes have been huge and it is impossible to get to know them on a one to one basis. What I would like to see is more lower level small classes taught by faculty and not grad students.

Since I am in education I feel the library in Bailey needs money spent on it for updating and new material.

Evaluate T.A. taught classes more carefully. I have a calculus class that has a slob for a teacher and he is not a thorough teacher. We are behind all the other calculus classes.

KU is a fine institution. The individual student can make of it what he or she wants. Some people come here for the social atmosphere, others for the academic quality of the school, and yet others find a middle ground between these two extremes. It is up to the individual. P.S. The reason I am presently dissatisfied with the job placement service (#37) is because I am unemployed. If you could find me a part time job, it would probably change my openion. If you hear anything let me know.

You didn't put my advisors name on my folder. I had to get a phone book of campus and find her number and everything.

Have had extensive illness, caused to drop many credit hours. Health is now hopefully improved and planning a productive spring semester.

The campus's beauty adds alot! It is very conservative here- too much so.

Feel career planning is highly emphasized and poorly implemented.

I was very dissatisfied with the advising I received my first two years at K.U. I declared myself to be a pre-business student from the time I applied to KU, but I was assigned to an HDFL advisor. I knew more about my requirements than he, yet I was required to see him in order to enroll. I am also dissatisfied with the current procedure of Add-Drop for changing schedules.

Too many professors seemed as if they were teaching because they couldn't do anything else. The facilities for broadcasting are rediculous, although for sports play by play it worked out well.

The Journalism School's advising process is excellent and would be a valuable model for other schools. One other suggestion: urge patience by secretaries, etc (the people students deal with when seeking help). Often, the student's problem is only half stated before the University's help is referring the problem to another problem-- and that department refers it back to the original source. Better communication?

KU has one of the best campuses I've ever visited anywhere in the world and has a highly qualified and effecient faculty. The university community is a delight to mix with. And everything else looks real good. But as a foreign student I find it very difficult to land a job to help me cope with my expenses until money arrives from home. It's my major problem so far, because my account is diminishing. I think needy foreign students should not only be granted loans but jobs as well.

KU needs more activities for minorities to get involved in.

I think that finals are too emphasized in many courses. One semester I had to take three finals in one day and I feel that I could have done better on each test if they would have been scheduled differently. There is a trend for increase in international affairs. There are several teachers (faculty) in the school of Business who are capable of teaching business courses with international orientation. I think KU, therefore could offer a good concentration on international bus.

The different schools and departments should consult each other more when planning a semester schedule. I have experienced on three occasions a schedule conflict for two courses that were both required for my major. This problem has forced me to enroll in an extra semester to complete my degree. If nothing else there needs to be more flexibility in substituting classes or making other arrangements for students in such situations.

Possibly have better advisors for beginning freshmen. Ones who are a little more interested and willing to help.

I would like to thank KU and its faculty for all of ther help. Thank You
Carice

Don't work if you can avoid it. You miss to much social life & studies.

Some comments on my ratings: I gave advising a '4', however, I was not satisfied with it until I was in my chosen school. My freshman-sophomore advising was non-existant - therefore left much to be desired. Also, I was dissatisfied as a whole with the on campus housing, (residence, schol halls). I think that in comparison to residence halls on other campuses, they are poor. The food services and facilities could be improved. Generally, my instruction has been good, but I have had some TAs whose abilities are questionable.

I have heard so much about the quality of KU's school of journalism, yet the Broadcasting major is disappointing. Many courses in the catalog aren't offered any more, and the facilities are inadequeate.

Advising, for me, has been a joke. I've always pre-planned my schedule. All the adviser ever did was look at it, say "Looks Good" & sign his name where required. Revamp advising system. KU overall has been great for me. However, if I had been more decided on a major (I was undecided for 3 years), I might no have been here so long.

In reference to my satisfaction with the instruction at KU - it varies; some teachers are excellent others: horrible.

Even though hindsight is almost perfect, looking back at my college career. I think I would have made some dramatic changes. Firstly, I would have gone to a smaller school where people relate to an individual, and not to student number. Sometimes at KU, I felt that no one (except me) really cares how well I do in my course work. The personal incentive is lost at a big school. - there's alway's been somebody better than me at something. Secondly, I would not have rushed off from high school without knowing what my major was. I have spent a lot of money and time looking when it would have been more beneficial for me to have been working.

I have really enjoyed my experience at KU. It was a welcome change from my extremely small high school. I like the teachers here & the other students, and I love learning all that I do. I think KU offers alot of opportunities and I've tried to take advantage of them.

I've become a little frustrated with the financial aid process at K.U. I received a good deal of financial aid (academic scholarships) my first year (approx. $1700). My G.P.A. has been approx 3.6 throughout my career here yet I've dropped to about $300 in financail aid. It's frustrating when the quality of my work improves yet the rewards decrease.

Add more computer RAN sites. Have advising more structured (with more definite suggestions on which courses would be the best to take). Repair the sidewalks and stairs near Malott (northwest corrier). and keep them more clear of snow and ice in the winter (several people fall at that spot every year).

The computer science department needs a complete restructuring & money allocation schemes, in addition to obtaining "quality" instructors, not the people who are employed here now.

K.U. needs to develope more industry and practual business courses for juniors and seniors to help them prepare for actual jobs. Students also need to be directed to placement offices early in their stay at K.U. to be able to find summer job & internships available. Their advisors should help them with this! I am satisfied with my education at K.U. but the language departments (i.e- spanish) should offer a recognized minor for people in other areas of study. It can help me get the job I need.

For one thing, they should stop increasing the tuition and fees at the current rate, otherwise enrollment is going to keep on decreasing. There should be evaluation forms for every class and every teacher (I mean even evaluation of "Professors"). Otherwise there is no way they can know that some of the "Professors" at KU are really bad, inefficient, and too busy to talk to us, the students.

KU parking services really "put the screws" to KU students. You pay for a parking permit and you can't use it on weekends. They ticket students for very picky things such as your tire is over a designated line. I'm very diatisfied with the parking dept.

I think the teachers need to "want to help their students learn more". Many teachers just lecture and never really apply their material to the real world. KU also needs less foreign teachers because many of them are almost impossible to understand. For the high rating of this institution nationally, the teachers should be of much higher quality and their should be more of them so their can be additional sections to the popular (necessary) sections. Cutting the teaching staffs to build onto the buildings is a bunch of crap. We are here to learn and get a degree. Not being able to get the needed classes for future graduation is not fair to the student!!

Once again, I might stress the fact that most high school graduates are not prepared for the levels of mathematics and foreign languages presented to freshmen at this university. I am particularly adament about the spanish department. Not only did it fail to teach me the basics of the language, the lower classes did not prepare me for the upper levels of the subject which are required to obtain a B.A. from K.U. One thing that might raise the standard of teaching in this subject would be to require that the first two classes of the subject be taught by professors holding doctorates in spanish instead of grad Students. The French department is more properly orgainized, maybe they could show the spanish department a thing or two.

The first two years here I found the instructors uninteresting. Also my advisor, who was an education advisor, was rude and not willing to spend anytime with me, even when an appointment was set up. Since then I have come across several excellant instructors, especially in the H.D.F.L. Dept.

I realize there are budget cuts, but it is ridiculous to pay over $800 in tuition and not be able to take classes because they are closed. I think computerized nrollment has been a big step forward.

My other degree was taught by only two Industrial Design prof. & the enrollment is around 40-50 students in there third to fifth year. With only two professional teachers many times the prof. are forced to double up two class at the same time. Then, in return this neglects the students educational process, especially when these prof. may also be teaching basic design courses also. There is a large need for more teacher in the area of Industrial Design.

Costs of tuition, books and living are much too high. K.U. could lower costs substantially. I would like to see more History Professors hired at increased salaries. More scholarships for middle income family students should be established. Too much work (readings & writing) are demanded from students, when it could be taught in the classroom. I don't think that K.U. should limit students to 20 hrs. We should be able to take as many as we can handle.

Beautiful campus. Loved KU-MU game. Would appreciate a few less T.A.'s teaching difficult subject ie/ Math, French 120.

It would be very nice if the off-campus buses ran on the weekends. The dorms are confining to those without their own transportation, especially on Saturday and Sunday.

We need better professors in LA & S. The J-School is great, with the exception of 2 very bad teachers: ___________, ________. LA & S is so big that nobody seems to be keeping an eye on the teachers. There are classes I could have taught better myself! There needs to be more guidance for freshmen...maybe make up a freshmen handbook to explain clearly the enrollment process, where everything is, how to get help, etc. etc. K.U. is, in many ways, a great place to go to school, but there needs to be more structure & less chaos for the students. IDEA: Have a separate place for dropping classes. That way no one would wait to drop in order to avoid the "add" lines.

Overall my experience at KU has been enlightening and enjoyable. However, I feel that the area of advising needs special attention. I feel that it is severely lacking in its intended purpose.

1) Use less T.A. It's bad for the level of studis Make the bus service more efficient - not enough buses go downtown. 2) Suppress doble room- In France we only have single rooms. It's much better! 3) Try to cook good food!!

I have been very disapponted in the teacher training in the school of Education, when education is suppose to be fighting to be recognized as a profesion. It is a far cry from the professionalism of the school of Architecture in areas of curriculum offered, required, and taught, as well as many of the instructors. It is no wonder that students aren't keeping up with foriegn students.

It would be helpful to students beginning at KU to know that their T.A.'s & professors really have interest in student. I, as a freshman, felt intimindated by staff & although I had a very bad experience w/ a TA, I did not feel I could go to the Dept. or professor for help. In a school this large, this type of interaction & support should be more available, in the staff's actions & in the student's mind.

Introductory calculus should be taught by professors as physics and chemistry are taught. Calculus is a basis for advancement for technology and must be fully understood to maximize the educational opportunities offered later in the students schooling.

I would propose some sort of alternative education association to serve the needs of those who are interested in subjects not offered - (non-career subjects). This group could sponsor classes & workshops to be led by volunteers from the community, and they could be held in unused classrooms evenings & weekends. I am very dissatisfied with the student government. It is not representative largely because the elections are decided by money, not issues. (There seem to be no issues.) The only way students can get involved or be a name of day to day activities in the senate, is attending meetings and voicing opinions to senators. This is impractical to most students, so they ignore the senate(see voter turnouts!) Part of the problem is apathy of students, but this is a learned attitude. By opening up senate channels to groups & interests of a wider variety, apathy will take a step back. As it is, the KU government is no representative democracy.

In high school, all the supplies were covered in a fee. Here, art supplies use up all of my money. I think that fact should be made clear to all incoming art students.

Quit promoting football and building stupid alumni centers with money that could have been put to better use. If you're going to build buildings give them decent names. I'll bet you give it more heat in the winter (even though no one's in it) than all the other buildings. Why doesn't this school get its priorities straight?? 1. Students & faculty 2. New Buildings 3. Sports & Alumni.

I think it might have been better to send the 1st part of this questionaire following the 1st semester at KU. KU was a great learning experience for me.

I am, at the same time, a proud alum of KU & an eager student in a brand new field. I am enjoying the KU of the 1980's! Needless to say, things have changed!! Any problems which I have encountered are well recognized and are, at this time, being handled. Let's face it, compared to the "good ol' days", now-a-days is a BLAST!!

*Other comments:*

(Too many student teachers not enough professors.)

My major is BFA in Industrial Design. I think the school of Fine Arts "music" &"Design" Department should have seperate schools.

The administration needs to be more interested in and responsive to the needs and wishes of the students. I sometime get the feeling this place is run for the sole purpose of research and that the students come second.

# Appendix IV

## KU Student Follow-Up Survey Instrument

# KU STUDENT FOLLOW-UP

DIRECTIONS: *Please rate the degree of ease or difficulty you experienced dealing with each of the following circumstances __during__ __your__ __first__ __semester__ at KU. Using the scale provided, write the number which corresponds to your answer in the blank to the right of each question.*

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| Very difficult | Difficult | Neither difficult nor easy | Easy | Very easy | Not applicable |

1. Finding a place to live ______ ( 1 )
2. Keeping up with class assignments ______ ( 2 )
3. Keeping in touch with family and friends ______ ( 3 )
4. Finding necessary university services ______ ( 4 )
5. Getting the classes you needed or wanted to take ______ ( 5 )
6. Making new friends ______ ( 6 )
7. Understanding professors' lectures ______ ( 7 )
8. Not having necessary study skills ______ ( 8 )
9. Adapting to change in social climate ______ ( 9 )
10. Finding a job to help with expenses ______ ( 10 )
11. Getting good academic advising ______ ( 11 )
12. Getting help with classes from instructors or professors ______ ( 12 )
13. Paying for tuition, books and other educational expenses ______ ( 13 )
14. Completing the enrollment process ______ ( 14 )
15. Getting transfer credit hours accepted ______ ( 15 )
16. Getting around the campus ______ ( 16 )
17. Getting necessary transportation to and from campus ______ ( 17 )
18. Adjusting to large classes ______ ( 18 )
19. Arranging for financial aid ______ ( 19 )
20. Knowing who to go to for help ______ ( 20 )
21. Budgeting time for studies and social life ______ ( 21 )
22. Budgeting time for studies, work, and family responsibilities ______ ( 22 )
23. Understanding assignments ______ ( 23 )
24. Keeping grades up ______ ( 24 )
25. Other, please list ______________________________ ______ ( 25 )

*(Please continue on other side)*

DIRECTIONS: *Please rate your level of satisfaction with each of the following aspects of your college experience at KU. Using the scale provided, write the number which corresponds to your answer in the blank to the right of each question.*

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied | Not applicable |

26. Quality of instruction ______ ( 26 )
27. Variety of courses offered ______ ( 27 )
28. Career preparation ______ ( 28 )
29. Student activities ______ ( 29 )
30. Library services ______ ( 30 )
31. Facilities ______ ( 31 )
32. Modern equipment ______ ( 32 )
33. Classes scheduled at convenient times ______ ( 33 )
34. Helpfulness of faculty ______ ( 34 )
35. Helpfulness of support staff (secretaries, librarians, security) ______ ( 35 )
36. Advising ______ ( 36 )
37. Job placement services ______ ( 37 )
38. Counseling services ______ ( 38 )
39. Enrollment process ______ ( 39 )
40. Availability of scholarships and financial aid ______ ( 40 )
41. Qualifications of faculty ______ ( 41 )
42. Size and atmosphere ______ ( 42 )
43. Social life ______ ( 43 )
44. Experiences with other students ______ ( 44 )
45. Food service ______ ( 45 )
46. Bookstore services ______ ( 46 )
47. Health services ______ ( 47 )
48. On-campus housing ______ ( 48 )
49. Others, please list ________________________________ ______ ( 49 )

DIRECTIONS: *Please write the number which corresponds to your answer in the blank to the right of each question, OR, where appropriate, fill in the blank.*

* Was KU your "first choice" educational institution at the time you enrolled? (1) Yes (2) No ______ ( 50 )

* If no, what was your "first choice" institution at that time? (Please specify) ______________________ (51-53)

* If you were to start your college career over, how likely is it that you would attend KU? ______ ( 54 )

(1) Definitely would attend
(2) Probably would attend
(3) Uncertain
(4) Probably would not attend
(5) Definitely would not attend

* Year of high school graduation (for example, 78, 79, 80...) ______ (55-56)

* Name of high school ______________________ (57-59)

* Location of high school: City ______________________ (60-62)

State ______________________ (63-64)

* Semester of first enrollment at KU (1) Fall (2) Spring (3) Summer ______ ( 65 )

* Year of first enrollment at KU (for example, 78, 79, 80...) ______ (66-67)

* Number of semesters (including current semester) completed at KU ______ (68-69)

* Number of credit hours completed at KU (not including current semester) ______ (70-72)

* KU student identification number ______ (73-78)

* Number of credit hours currently enrolled at KU this semester ______ (79-80)

* Your age (in years) ______ (81-82)

* Your sex: (1) Male (2) Female ______ ( 83 )

* Your school: ______ ( 84 )

( 1) Liberal Arts and Sciences ( 2) Business ( 3) Education
( 4) Engineering ( 5) Fine Arts ( 6) Journalism
( 7) Allied Health ( 8) Nursing ( 9) Pharmacy
(10) Law (11) Architecture
(12) Social Welfare (13) Not assigned to any school
(14) Don't know (15) More than one school

*(Please continue on other side)*

* Which of the following categories best describes your intended choice of careers? (Select only one career category.) ______ ( 85 )

( 1) Advanced degree professions (lawyer, physician, dentist, etc.)
( 2) Allied health fields (nurse, dental hygienist or assistant, medical technician, physical therapist, speech therapist, etc.)
( 3) Applied arts (artist, writer, musician, actor designer, etc.)
( 4) Business operations, management (accounting, marketing, finance, etc.)
( 5) Office, clerical occupations (secretary, bookkeeper, paralegal, teller, etc.)
( 6) Sales (insurance, retail sales, real estate, etc.)
( 7) Social Services (teacher, social or recreation workers, corrections or law enforcement officer, etc.)
( 8) Technologies (engineer, computer programmer, draftsman, laboratory technician, etc.)
( 9) Trades and crafts (construction worker, mechanic, production supervisor, factory or farm worker, etc.)
(10) Other (please specify) ______________________________
(11) Don't know

* Which is the highest degree you plan to complete? ______ ( 86 )

(1) Associate's degree
(2) Bachelor's degree
(3) Master's degree
(4) Doctorate
(5) Professional degree (law, medicine, etc.)
(6) I don't plan to earn a degree

* Please make any additional comments upon your experiences at KU, and offer **suggestions** that might help the institutitions serve their students more effectively.

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________

THANKS FOR YOUR HELP!